

**AN ANALYSIS OF STUDENTS' ABILITY IN USING PREFIX AND
SUFFIX AT THE FIRST SEMESTER OF TWELFTH GRADE
OF SMK BLK BANDAR LAMPUNG
IN 2018/2019 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

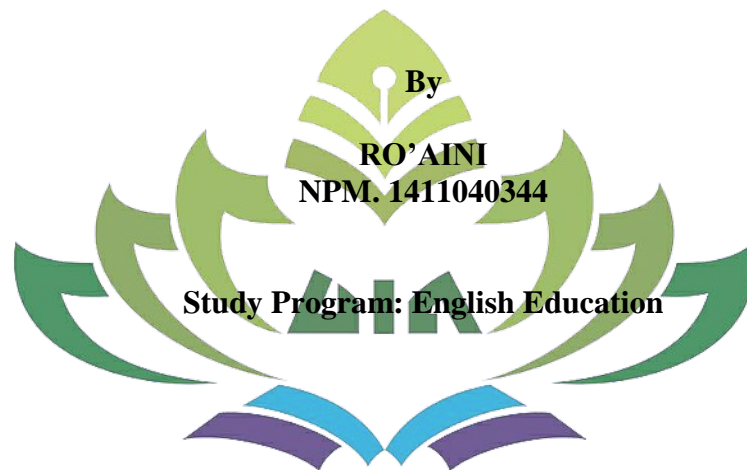
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1440 H/2018 M**

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ABSTRACT

An Analysis of Students' Ability in Using Prefix and Suffix at the First Semester of Twelfth Grade of SMK BLK Bandar Lampung in 2018/2019 Academic Year

**by:
Ro'aini**

This thesis was about the students' ability in using prefix and suffix. The purpose of this research was to know how far is the students' abilities in using prefix and suffix. This research was conducted at the first semester of twelfth grade of SMK BLK Bandar Lampung in 2018/2019 academic year.

The type of this research was descriptive quantitative research. The subject of this research was 205 students of twelfth grade in 8 classes. The data of this research was obtained by using test. The researcher analyzed the data by giving score of the students' test, determining the students' ability classification, and calculating the frequency's percentage and the average of students' score, so the students' ability in using prefix and suffix could be known.

Based on the result of the research, the percentage of students' ability in using prefix was 47.50% and suffix was 46.79%. The percentage of excellent level students' score was 3.90% or 8 students, good level students' score was 17.56% or 36 students, fair level students' score was 13.17% or 27 students, low level students' score was 11.22% or 23 students, and failed students' score was 54.15% or 111 students. The majority of correct prefix was *inter-* by 172 items, and the majority of correct suffixes were *-ment* and *-ion* by 139 items. Moreover, the most correct part of speech used in test was *verb*.

In conclusion, the average of students' ability in using prefix and suffix at the first semester of twelfth grade of SMK BLK Bandar Lampung in 2018/2019 academic year was 46.67. So, it was categorized into low level.

Keywords: *students' ability, prefix and suffix, parts of speech*



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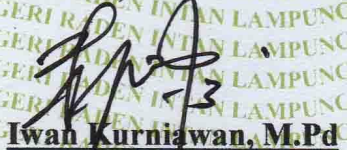
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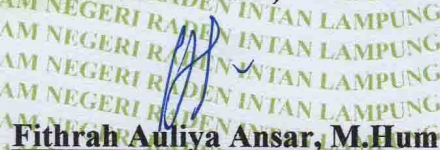
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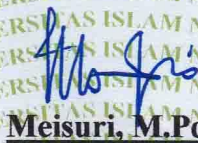
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DECLARATION

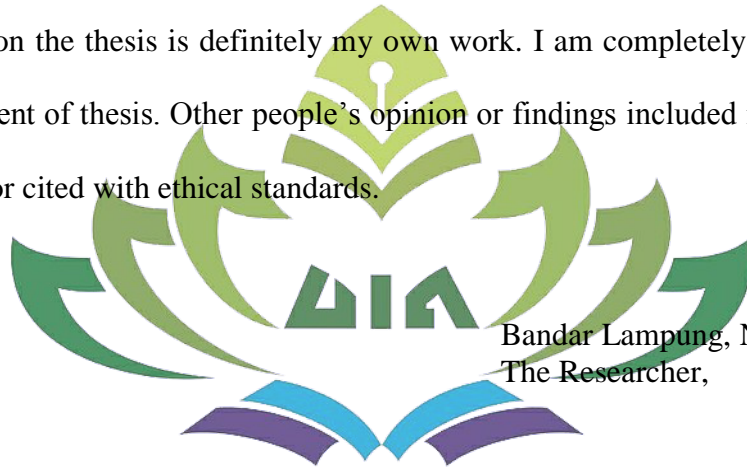
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Certify on the thesis is definitely my own work. I am completely responsible for the content of thesis. Other people's opinion or findings included in the thesis are quoted or cited with ethical standards.



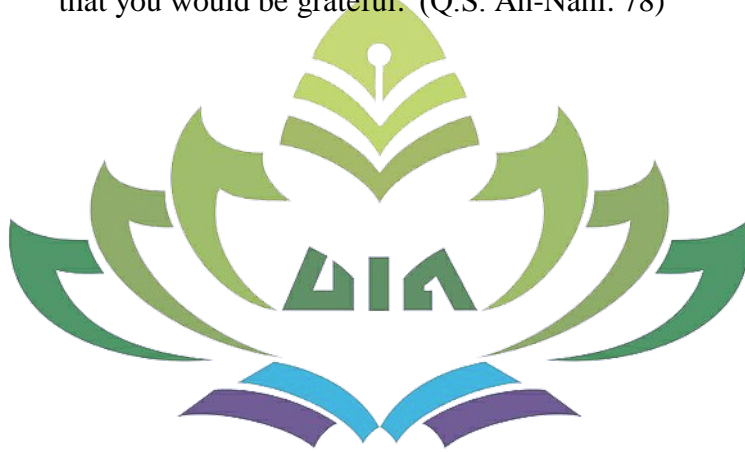
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MOTTO

لَعَلَّكُمْ وَالْآفِئْدَةَ وَالْأَبْصَرَ السَّمْعَ لَكُمْ وَجَعَلَ شَيْئًا تَعْلَمُونَ لَا أُمَّهَاتِكُمْ بَطُونٍ مِّنْ أَخْرَجَكُمْ وَاللَّهُ
تَشْكُرُونَ

Translation: "... and Allah has extracted you from the wombs of your mother not knowing a thing, and He gave you hearing and vision and intellect so that you would be grateful." (Q.S. An-Nahl: 78)¹



¹Mushaf Al-Hilali, *Al-Qur'an and the Translation* (4thed) (Jakarta: Alfatih, 2013), p. 275.

DEDICATION

This thesis is dedicated to everyone who care and love me. I would like to dedicate this thesis for:

1. My beloved parents: Mr. Kasto and Mrs. Sulami.
2. My brothers and sisters: Agus Roni, Yuliana, Suhartono, Siti Romelah.
3. My nieces: Lutfi Khasanah, Niqi Fauziah, Aulia Fadila, and Inara Afifah.
4. The best class ever I have, PBI 14 A.
5. My campus UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Ro'aini. She was born in Way Kanan on September 18th, 1996. She is the last child of Mr. Kasto and Mrs. Sulami. She has two siblings. Agus Roni is her older brother, and Yuliana is her older sister. She lives in Sukamaju village, Bumi Agung, Way Kanan.

Her education started from TK Negeri PKBM Sukamaju and finished in 2002. She continued to SD Negeri 1 Sukamaju and graduated in 2008. After that, she studied at SMP Negeri 1 Bumi Agung and graduated in 2011. Then, she continued to SMK Negeri 1 Buay Bahuga, took Computer Technique and Network (TKJ) major, and graduated in 2014. Finally, she studied at UIN Raden Intan Lampung in English Education Study Program started from first semester of 2014/2015 until ninth semester 2018/2019 of academic year.

During study in university, she studied English more in some English courses. At the seventh semester, she taught at SD Negeri 1 Tanjung Agung on KKN Program, then she carried out Teaching Practice Program (PPL) at SMP Negeri 18 Bandar Lampung. She also ever taught in Bimbel Prestasi. Moreover, she got duty from English teacher to teach at SMK BLK Bandar Lampung. Now, she still teaches in Bimbel Berlian.

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Alhamdulillah, thanks to Allah SWT. the Almighty for the blessing, mercy, and kindness. May shalawat and salam always be with the Prophet Muhammad SAW who has brought us from the darkness to the lightness. Due to Him, this thesis entitled “An Analysis of Students’ Ability in Using Prefix and Suffix at The First Semester of Twelfth Grade of SMK BLK Bandar Lampung in 2018/2019 Academic Year” was handed in as compulsory fulfillment of the requirement for S1-Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan Islamic State University of Lampung. When finishing this thesis, the researcher has obtained so much help, aid, support, idea, and many valuable things from many people. Then, she is so grateful to the following people who contributed in completing her thesis. They are:

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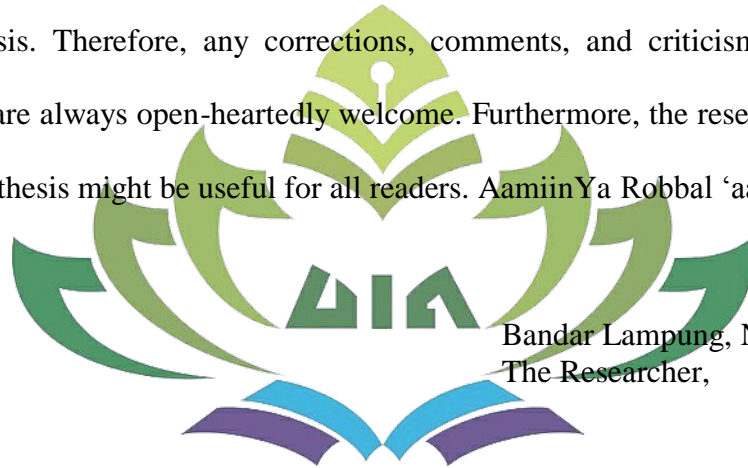
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10. The researcher's beloved friends: Bella Saputri, Evi Yulianti, Ajeng Wening Pangesti (BEAR), Leli Maratur Rohmah, Rika Saliha SDA, Khusnun Afifah, and others cannot be mentioned all, who always give spirit, suggestion, and some facilities to the researcher in arranging this thesis.
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14. All people who helped the researcher to finish the study that cannot be mentioned one by one.

Finally, the researcher was fully aware that there are still a lot of weaknesses in this thesis. Therefore, any corrections, comments, and criticism for this final project are always open-heartedly welcome. Furthermore, the researcher expected that the thesis might be useful for all readers. Aamiin Ya Robbal 'aalamiin.



Bandar Lampung, November 2018
The Researcher,

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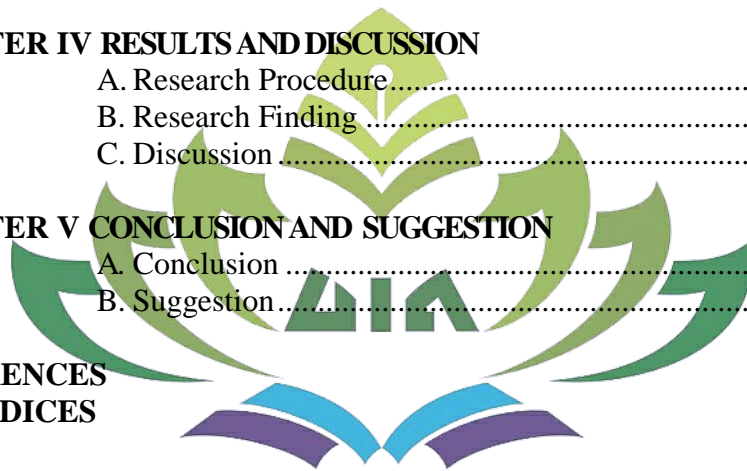
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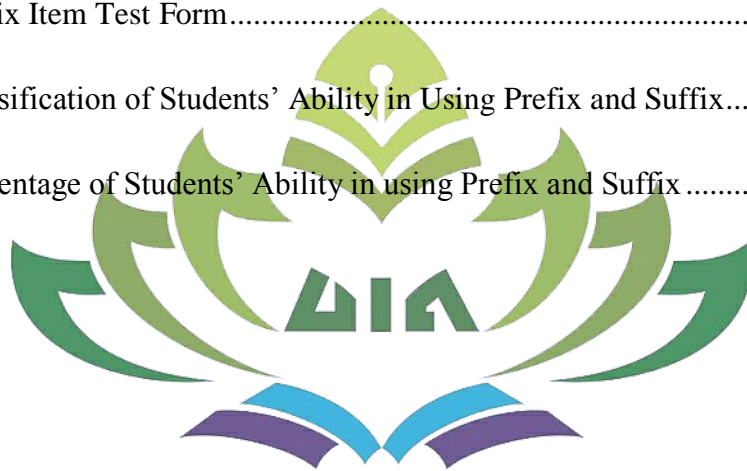
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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is the international language of business, politics, science and communications.¹ It means that English is worldwide language used in many fields. In science, English has many aspects that are studied by learners. One of its main aspects is vocabulary. Vocabulary is one of the most important parts of second language acquisition and can be defined as knowledge about words and its meaning.² It means that vocabulary is important in daily life, because vocabulary means how much someone's mastery of language, exactly words.

Vocabulary consists of many aspects, such as word classes or parts of speech, word families, word formation, multi-word units, collocations, homonyms, polysemes, synonyms, antonyms, hyponyms, and etc.³ In this case, it will be discussed about word formation. Affix is one of terms in word formation. Some affixes may change part of speech, like *adjective* 'happy' will change to be *noun* 'happiness' because of one of affixes, '-ness'. Affix may attach to either side of the root or the initial segment or syllable of the

¹James Jenkin, *TEFL Uncovered, How to Teach Your Way Abroad with TEFL*, ed. Mike Scally (Cambridge: British Council Learning, 2009), p. 10.

²Cholo Kim, "Vocabulary Acquisition With Affixation: Learning English Words Based on Prefixes & Suffixes". *Second Language Studies*, Vol. 31 No. 2 (Spring 2013), p. 43.

³Thornbury, Scott, *How to Teach Vocabulary*, (Edinburg: Pearson, 2002), p. 1.

lexical item.⁴ It means that a core of word or base can be added by affix, and it can be at the beginning or at the end of the word.

Studying vocabulary with affix systems would seem to be more effective language for students than just memorizing many words.⁵ As mentioned above that vocabulary is knowledge about words and their meanings, while detail explanation about affix is in morphology. Morphology refers to the mind system involved in word formation or to the linguistics branch that relates with words, their structure, and how they can be formed.⁶ In other words, when students study vocabulary and morphology at once, it will be better. They can get more knowledge about forming words too than just mastery of collection of words. It means that morphology supports vocabulary, because it discusses more clearly about affixes than vocabulary. So, affix is important to be learned to improve the vocabulary mastery.

Affix is divided into two kinds, those are prefixes and suffixes. A prefix at the beginning of a word has its own meaning that can change the word meaning it is joined to.⁷ In other words, prefix attaches in front of base word and changes its meaning. Prefixes often give some adjectives a negative meaning. For examples, the opposite of *comfortable* is *uncomfortable*, the opposite of *convenient* is *inconvenient* and the opposite of *similar* is

⁴Cholo Kim, *Op.Cit.* p. 46.

⁵*Ibid.* p. 59.

⁶Aronoff, Mark, Fudeman, Kirsten, *What is Morphology* (2nd ed) (Oxford: Blackwell, 2011), p. 2.

⁷Richard Side, Guy Wellman, *Grammar and Vocabulary for Cambridge Advanced and Proficiency* (1st ed) (Edinburg: Pearson, 1999), p. 92.

dissimilar.⁸ Based on those prefixes, they precede adjectives and have meaning “not” to words attached.

A suffix can change the word meaning that it is joined to by changing its part of speech. For example, we add *-ity* to adjective *national* and it changes to be noun *nationality*.⁹ Adding suffix at word may also change part of speech, not only changes the word meaning. In addition, it is kind of affixes that are located in the end of the word. So, based on the example suffix is an affix that attaches itself behind of base word.

The researcher did the interview to two English teachers of SMK BLK Bandar Lampung in Sukarame, Bandar Lampung. They told much information about the English teaching and learning process of their classes. The first teacher stated that the English students’ ability of her students was average. There were some students had a good ability or had a basic of English, but some others were still low yet. Whereas, the second teacher stated that the students’ vocabulary mastery was low. They both explained that the students were difficult to distinguish parts of speech, so they were confused to use the correct form of prefixes or suffixes.¹⁰

Based on preliminary research above, therefore the researcher made a thesis under the title “An Analysis of Students’ Ability in Using Prefix and Suffix at the First Semester of Twelfth Grade of SMK BLK Bandar Lampung in 2018/2019 Academic Year”. The reason of researcher did this research was

⁸Michael McCarthy, Felicity O’Dell, *English Vocabulary in Use - Pre-Intermediate & Intermediate*, (Cambridge: University Press, 1994), p. 18.

⁹Richard Side, Guy Wellman, *Loc. Cit.*

¹⁰Yoharisna, S.S, Tekky Widya Kesuma, S.S, interview by the English Teachers of SMK BLK Bandar Lampung, Sukarame, Bandar Lampung, October 17th 2017, April 16th 2018.

because the researcher tried to describe how far are the students' abilities in using prefix and suffix. It was also supported by some previous researches that were conducted before this research.

The first previous research is by Roliah about "An Analysis of Students' Mastery in Derivational Vocabulary at the First Semester at the Tenth Grade of SMAN 1 Sekampung Lampung Timur in 2013/2014 Academic Year". This research was conducted at SMAN 1 Sekampung Lampung Timur, Lampung City in 2014. According to the result of this research, the researcher found the frequency of the students' vocabulary mastery based on derivational prefix with 52.07% and derivational suffix is 47.93%.¹¹ The differences between this first previous research and this research were the researcher used four main parts of speech to test the students' ability in using prefix and suffix. Those were noun, adjective, verb, and adverb. While in this first previous research, it was only three parts of speech (noun, adjective, and verb).¹² The subject of the research was also different. In this previous research, the researcher used tenth grade, but in this research, the researcher used twelfth grade suitable with the current syllabus.

The second previous research is by Lastari, Suharni, and Sesmiyanti about "An Analysis of Students' Ability in using Affix at the Third Year Students of English Department of STKIP PGRI West Sumatera in Academic Year 2015/2016". This research was conducted at Padang State University, Padang

¹¹Roliah, "An Analysis of Students' Mastery in Derivational Vocabulary at The First Semester at the Tenth Grade of SMAN 1 Sekampung Lampung Timur in 2013/2014 Academic Year". (A Thesis of English Education UIN Raden Intan Lampung, Bandar Lampung, 2014), p. 46.

¹²*Ibid.* pp. 19-20.

City in 2015. The result of this research were 62.5% students had not thoroughly understood about affix and 37.5% of total sample had understood about affix commonly.¹³ The differences between this second previous research and this research were the purpose, subject and object of the research. This second previous research was conducted to know the students' ability of English Education Study Program in university in using derivational prefix, derivational suffix, inflectional suffix or infix. While in this research, the researcher only wanted to know the students' ability in using derivational prefix and derivational suffix at the twelfth grade of Vocational School.¹⁴ So, these were some differences among this research and these previous researches.

B. Identification of the Problem

According to the background of the problem, the researcher identified the problems as follows:

1. The English students' vocabulary mastery was not quite good.
2. The students were difficult to distinguish parts of speech.
3. The students were confused to use the correct form of prefixes and suffixes.

¹³Lastari, Suharni, Sesmiyanti, "An Analysis of Students' Ability in using Affix at the Third Year Students of English Department of STKIP PGRI West Sumatera in Academic Year 2015/2016". (A Study of STKIP PGRI West Sumatera, Padang City, 2015), p. 3.

¹⁴*Ibid.* p. 1.

C. Limitation of the Problem

According to the identification of the problem above, the researcher would like to do an analysis of students' ability in using prefix and suffix at the first semester of twelfth grade' students of SMK BLK Bandar Lampung. The prefixes that has been tested were *dis-*, *mis-*, *inter-*, *out-*, *fore-*, *re-*, *pre-*, and *post-*. Then, the suffixes were *-er*, *-or*, *-ism*, *-ion*, *-ment*, *-ness*, *-ed*, *-s*, *-ing*, *-al*, *-ful*, and *-ly*. The parts of speech that used were noun, verb, adjective, and adverb. It was suitable with the English material in "Buku Panduan Pendidik Bahasa Inggris Untuk SMK/MAK Teknik – Kelas XII Semester 1 dan 2". (See appendix 6)

D. Formulation of the Problem

According to the background above, the researcher formulated the problems as follows:

1. How far were the students' abilities in using prefix and suffix at the first semester of twelfth grade students of SMK BLK Bandar Lampung?
2. Which was the majority of correct prefix at the first semester of twelfth grade' students of SMK BLK Bandar Lampung?
3. Which was the majority of correct suffix at the first semester of twelfth grade' students of SMK BLK Bandar Lampung?
4. Which was the majority of correct part of speech made by students at the first semester of twelfth grade students of SMK BLK Bandar Lampung?

E. Objective of the Research

According to the research problem, the objectives of the research as follows:

1. To know the students' ability in using prefix at the first semester of twelfth grade' students of SMK BLK Bandar Lampung.
2. To know the students' ability in using suffix at the first semester of twelfth grade' students of SMK BLK Bandar Lampung.

F. Significance of the Research

There are two major uses in this research. They are:

1. Theoretically

This research can enrich or add theories about the students' ability in using prefixes and suffixes from the previous researches, and it can be used to verify them. It also will give new literature for the next researchers who will conduct the same object with different ideas.

2. Practically

a. Teacher

This research can help the teacher to know the students' ability in using prefixes and suffixes. It also will help the teaching learning process.

b. Students

This research can inform students about their abilities in using prefixes and suffixes. So, it will give positive effect on their English achievement.

G. Scope of the Research

The scopes of the research were as follows:

1. Subject of the Research

The subject of the research was the students at the first semester of twelfth grade of SMK BLK Bandar Lampung in 2018/2019 Academic Year.

2. Object of the Research

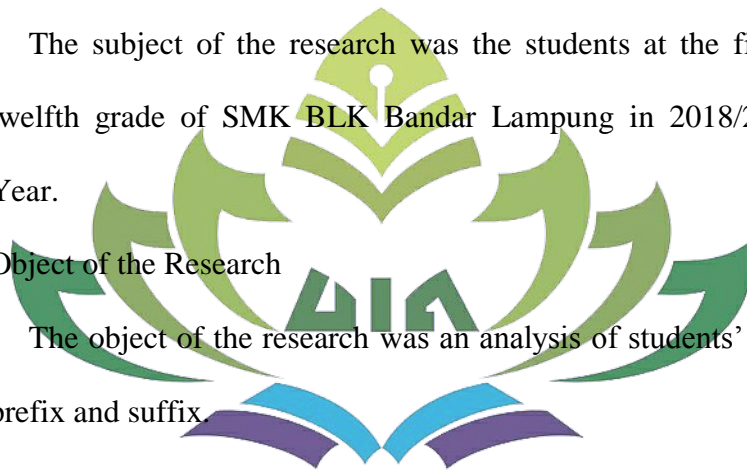
The object of the research was an analysis of students' ability in using prefix and suffix.

3. Place of the Research

The research was conducted at SMK BLK Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester of twelfth grade in 2018/2019 Academic Year.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as A Foreign Language

Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.¹ It means that many terms of TEFL, but it is all about teaching process of foreign language, specifically English. English is taught by teacher to students who are not native speakers. As foreign language, TEFL is more difficult than teaching English as a first language or teaching English as a second language (TESL), because the mother tongue of teachers and students are different at all. So, they do not use English usually in daily life.

TEFL is not about language as beauty; it is about language as communication.² According to Michelle, TEFL is for communication. Even though English is only a foreign language, but in teaching process, English is important. English is used to communicate among teacher and students, and directly English is not language that is used in order to be stylish. It means that TEFL is formal and crucial.

¹Clare Gilby, *Teaching as a Foreign Language* (Ormskirk: Edge Hill University, 2011), p. 3.

²Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Glasgow: Wiley, 2009), p. 56.

However, as a rule, TEFL is teaching in a non-English speaking country.³ It means that TEFL is done in another country where English is not used both of minority or majority. TEFL is about how student who does not speak English as a first language or as a second language in his/her country, but he or she can use it well as a foreign language. The teacher tries to teach English as a rule of foreign language. So, the students can communicate to each others in class or the other fields.

Based on those theories above, the researcher concluded that TEFL is teaching English by the teacher to students who do not speak English as their mother tongue. TEFL is about how English is used by teacher and students who are not native speakers. The purpose of TEFL is for communication. It is same with teaching English as a first language and TESL, since they all are language too. Thus, the location of TEFL is in a country which does not use English as a first language or second language, but as a foreign language.

B. Concept of Morphology

According to the Strong Lexicalist Hypothesis, morphology is a thoroughly lexical phenomena, and word structure, while perhaps similar in some respects to sentence structure, obeys different principles.⁴ Based on the theory, morphology is almost same with study about forming sentence, but it is a study about forming words with different basic concepts. The branch of linguistics in charge of studying the smallest meaningful units of language (i.e., morphemes),

³James Jenkin, *Op.Cit.* p. 19.

⁴Spencer, Andrew, *Morphological Theory* (1st ed) (Oxford: Blackwell, 1991), p. 178.

their different forms, the internal structure of words, and the process and rules by which words are formed is called morphology.⁵ It means that morphology is a study about words and how the words are formed. So, before the words are formed, it is only morpheme.

Bloomfield in Spencer stated that a morpheme is generally defined as the minimal meaningful element.⁶ According to Bloomfield, morpheme is the smallest form of word but each morpheme has meaning. The smallest units of language that have a meaning or a grammatical function and form words or parts of words are called morphemes.⁷ It means that morpheme also has function in grammar such the choice of the best part of speech in sentence. So, morpheme is important element to form a good word in sentence structure.

Traditional grammarians usually distinguished between two main types of morphological operation, inflection (or inflexion) and derivation.⁸ The first type of morphological operation is inflection. Definition of inflection is that it cannot cause a word to change its syntactic category. For example, *goes* is ‘the third person singular present indicative of the verb *go*’ or that *saw* is ‘the past tense of the verb *see*’.⁹ It means that inflection is the morphological operation that does not change the word-class and meaning of word. So, it only changes the form of infinitive to be past tense verb.

⁵Argenis A. Zapata, “Unit 1: Types of Words and Word-Formation Processes in English”. (Bogota: Universidad de Los Andes, 2007), p. 1.

⁶Spencer, Andrew, *Op.Cit.* p. 5.

⁷Argenis A. Zapata, *Op.Cit.* pp. 1-2.

⁸Spencer, Andrew, *Op.Cit.* p. 9.

⁹*Ibid.*

The second type of morphological operation is derivation. Derivation typically (though not necessarily) induces change in syntactic category. For example, the verb *institute* forms a noun *institution* by suffixation of *-ion*.¹⁰ *-ion* is an affix at the end of the word, and it called by suffix. It means that derivation changes part of speech and meaning of word too. Another example is the adjective *institutional* which in turn yield a verb *institutionalize*.¹¹ Thus, derivation has many affixes, because many parts of speech are changed. So, it can be prefixes and also suffixes.

According to Spencer, inflectional morphology is the result of applying processes to words, while derivational morphology is the result of concatenating morphemes.¹² It means that both morphological operation have different form and function from each other. Inflectional morphology is only putting a morpheme to form a new word, but derivational morphology is combining some morphemes to result many new words. So, it can be concluded that derivational morphology is many more process of forming word than inflectional morphology.

The researcher concluded that morphology is a study about forming word, and a smallest element of morphology is morpheme. Then, there are two types of morphological operation or process, inflectional and derivational. Inflectional operation or process cannot change part of speech, because it only add one morpheme, while derivational operation or process can change part of

¹⁰*Ibid.*

¹¹*Ibid.*

¹²*Ibid.*

speech, because it can form a word with many morphemes to be many other words.

C. Types of Morphemes

Besides morpheme has a meaning, it also has some types that must be known. Depending on the way morphemes occur in an utterance, they are grouped into two large groups: free morphemes and bound morphemes.¹³

1. Free or independent morphemes are those morphemes which can occur alone as words and have a meaning or fulfill a grammatical function; e.g., *man*, *run*, *and*. There are two types of free morphemes.

a. Lexical (content or referential) morphemes are free morphemes that have semantic content (or meaning) and usually refer to a thing, quality, state or action. For instance, in a language, these morphemes generally take the forms of nouns, verbs, adjectives and adverbs; e.g., *dog*, *Peter*, *house*, *build*, *stay*, *happy*, *intelligent*, *quickly*, *always*. Actually, lexical morphemes constitute the larger class of morphemes. They form the open class of words (or content words) in a language, i.e., a class of words likely to grow due to the incorporation of new members into it.

b. Function(al) or grammatical morphemes are free morphemes which have little or no meaning on their own, but which show grammatical relationships in and between sentences. For instance, in a language, these morphemes are represented by prepositions, conjunctions, articles,

¹³Argenis A. Zapata, *Op.Cit.* pp. 1-2.

demonstratives, auxiliary verbs, pronouns; e.g., *with, but, the, this, can, who, me*. It should be said that function words are almost always used in their unstressed form.

2. Bound (or dependent) morphemes are those morphemes which never occur alone as words but as parts of words; they must be attached to another morpheme (usually a free morpheme) in order to have a distinct meaning; e.g., *-er* in *worker*, *-er* in *taller*, *-s* in *walks*, *-ed* in *passed*, *re-* as in *reappear*, *un-* in *unhappy*, *undo*, *-ness* in *readiness*, *-able* in *adjustable*; *-ceive* in *conceive*, *receive*, *-tain* in *contain*, *obtain*, etc. There are two types of bound morphemes: bound roots and affixes.

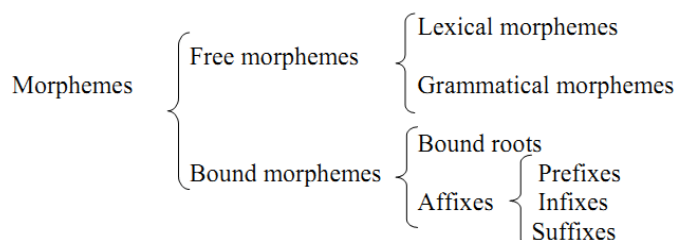
- a. Bound roots are those bound morphemes which have lexical meaning when they are attached to other bound morphemes to form content words; e.g., *-ceive* in *receive*, *conceive*; *-tain* in *retain*, *contain*; *plac-* in *implacable*, *placate*; *cran-* in *cranberry*, etc. Notice that bound roots can be prefixed or suffixed to other affixes.

- b. Affixes are bound morphemes which are usually marginally attached to words and which change the meaning or function of those words; e.g., *-ment* in *development*, *en-* in *enlarge*; *'s* in *John's*; *-s* in *claps*, *-ing* in *studying*, etc.

Based on those theories above, it can be concluded that there are two large groups of morphemes. Those are free morphemes and bound morphemes. Free morphemes have two types, and those are lexical morphemes and functional morphemes. Thus, bound morphemes have two types also, and those are bound

roots and affixes. Each of types has different definition and examples. So, it needs to be understood well and then all of them can be distinguished correctly.

Figure 2.1
Classification of Morphemes¹⁴



Roots (or bases) are the morphemes (free or bound) that carry the principal or basic concept, idea or meaning in a word. They generally constitute the nuclei or cores of words. When roots are free morphemes, they constitute content (and function) words by themselves, such as *book, dog, house, carry, quick, early, etc.* When roots are bound morphemes, they form parts of words, such as *-ceive* in *perceive*, *-tain* in *attain*, *-sume* in *presume*, etc.

For their part, stems are free roots to which derivational affixes have been added or are likely to be added. In this sense, a stem = a root, as in *fish, place*; a stem = a root + one or more derivations, as in *comfortable, uncomfortable, uncountableness*. Notice that stems are words without inflectional morphemes. For example, in the word *disestablishment, disestablish, establishment, and establish* (which is a root at the same time) are stems.¹⁵

According to the theories above, root or base can be free morpheme or bound morpheme. It has its own rules that is different to each other. Stems are forms of root and base. Stem can be original word and can be new form of words. It can be attached by derivational morphemes, but it cannot be added by inflectional morphemes.

¹⁴*Ibid.* p. 2.

¹⁵*Ibid.* p. 3.

D. Concept of Vocabulary

Hornby in Morafeh defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meanings.”¹⁶ Based on Hornby, it means that vocabulary is a collection of words. The words that are said frequently by someone will show his or her vocabulary that is mastered by him or her. The more vocabulary that is mastered, the more someone can use language well for communication. English is not exceptional. If someone masters many vocabularies, so vocabulary mastery will make all of skills in English better.

Burns in Morafeh defines vocabulary as “the stock of words which is used by a person, class or profession.”¹⁷ According to Burns, vocabulary is not only used personally, but vocabulary is also used by class or profession. It means that vocabulary is like a language in sociolinguistics. It has many aspects that make differences of vocabulary use, such as social class, social context, and etc. So, vocabulary also has many purposes that are determined by class or profession of the user.

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.¹⁸ According to Mofareh, vocabulary is tool to share thought and purpose between participants of communication. Vocabulary must be clear and correct, in order the thought and purpose can be understood and stated well. Vocabulary also must not be

¹⁶Mofareh Alqahtani, “The Importance of Vocabulary in Language, Learning and How to be Taught”. *International Journal of Teaching and Education*, Vol. 3 No. 3 (2015), pp. 24-25.

¹⁷*Ibid.* p. 25.

¹⁸*Ibid.*

ambiguous, in order the hearer does not be confused. So, people need to master many vocabularies for communication, because vocabulary is very important in daily life.

Based on those theories above, the researcher concluded that vocabulary is collection of words that is owned by the language user for communication. Vocabulary will be different depends on its use. The use of vocabulary is to express the ideas with its meanings for different purposes.

E. Concept of Vocabulary Test

This concept consists of types of test, aspects of test, the number of items test, and the duration of test.

1. Types of Test

According to Thornbury, there are two types of vocabulary test:

a. Multiple choice test

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it) and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole texts.¹⁹

¹⁹Thornbury, Scott, *Op.Cit.* p. 132.

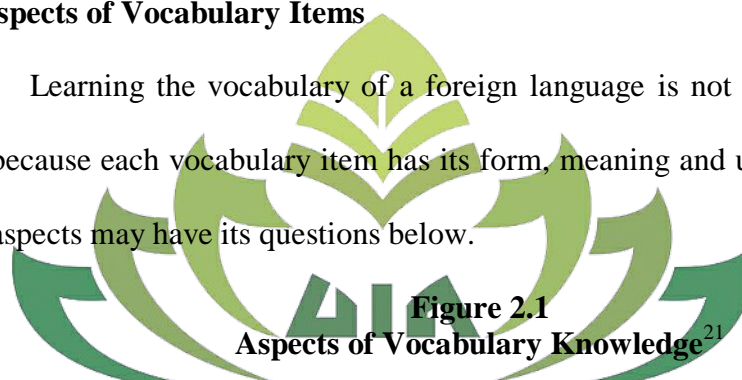
b. Gap fill test

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognise it.²⁰

The instrument of this research is vocabulary test. Therefore, the researcher chose multiple choices form, because it is easy to score and the students do not need long time to think the answer.

2. Aspects of Vocabulary Items

Learning the vocabulary of a foreign language is not an easy business, because each vocabulary item has its form, meaning and use. Each of three aspects may have its questions below.



Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in this concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

²⁰*Ibid.* p. 133.

²¹Nation in Súsanna Björg Vilhjálmsdóttir, *The Dimensional Depth of Words: Vocabulary Knowledge and Reading Comprehension*, (Reykjavik: University of Iceland, May 2015), p. 8.

In figure 2.1, it can be seen that three basic aspects of vocabulary item have some sub-aspects in receptive and productive knowledge. In this research, the researcher used receptive *grammatical functions* in *use* aspect, because the students would do the test on paper to choosing the correct prefix and suffix by knowing the parts of speech. The use section aims to measure whether learners can demonstrate knowledge of the part of speech that an affix makes.²² It means *use* aspect was correct used by the researcher.

3. Number of Items Test

According to Thornbury in Fulcher, the actual number of items may vary from year to year, but the score meaning on the scale remains the same.²³ It means that the number of items test is flexible, but the level or specification of students' ability is steady. Furthermore, the number of items test in this research is 50 items before try out. The score has been decided based on the students' ability specification. The researcher used the students' ability specification based on the school with the range 0 - 100.

²²Nation in Yosuke Sasao, "Diagnostic Tests of English Vocabulary Learning Proficiency: Guessing from Context and Knowledge of Word Parts". (A Thesis of Victoria University of Wellington, 2013), p. 183.

²³Fulcher, Glenn, *Practical Language Testing* (London: Hodder Education, 2010), p. 42.

4. Duration Time of Test

The time allowed should not be so long that test takers complete the test with a great deal of time to spare.²⁴ It means the duration of test will not take long time, in order the students can apply their ability maximally. The test in this research was suitabled by the duration of one meeting about 35 or 40 minutes. The items test was about choosing the correct derivational affixes or prefixes and suffixes that have been studied before. So, this research was hoped to be conducted well in a short time or it may need a week in 9 classes.

F. Concept of Part of Speech

Parts of speech are purely a matter of language, not of the external world; they do not correspond in a one-to-one way with things in the real world.²⁵ It means parts of speech are only in language discussion, and it is abstract things. The traditional parts of speech are identified by a mixed combination of criteria, both notional (according to the meaning of words) and formal (according to the form, function, or distribution of words).²⁶ Furthermore in classical explanation, parts of speech are divided from meaning, form, function, and kinds of word. So, parts of speech have many classifications of language.

²⁴*Ibid.* p. 185.

²⁵Brinton, Laurel J., *The Structure of Modern English: A Linguistic Introduction* (Philadelphia: John Benjamins, 2002), p. 118.

²⁶*Ibid.*

According to Harmer, there are eight parts of speech that can be seen on the table below.²⁷

Table 2.1
Parts of Speech

No	Part of speech	Description	Examples (words)	Examples (sentences etc.)
1	Noun (noun phrase)	a word (or a group of words) that is the name of the person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb	Eleanor Devon book sense walking stick town hall	Eleanor arrives tomorrow. I love Devon. I recommend this book. Use your common sense. I don't need a walking stick. Meet me at the town hall.
2	Pronoun	a word that is used in place of a noun or noun phrase	her she him they	Jane's husband loves her. She met him two years ago. Look at him! They don't talk much.
3	Adjective	a word that gives more information about a noun or pronoun	kind better impetuous best	What a kind man! We all want a better life! She's so impetuous. That's the best thing about her.
4	Verb	a word (or a group of words) which is used in describing an action, experience or state	write ride be set out	He wrote a poem. I like riding horses. We are not amused. She set out on her journey.
5	Adverb (adverbial phrase)	a word (or a group of words) that describes or	sensibly carefully	Please talk sensibly. He walked across the bridge carefully.

²⁷Jeremy Harmer, *How to Teach English* (1st ed) (Edinburg: Pearson, 1998), p. 37.

		adds to the meaning of a verb, adjective, another adverb or a whole sentence	at home in half an hour	I like listening to music at home. See you in half an hour.
6	Preposition (prepositional phrase)	a word (or a group of words) which is used to show the way in which other words are connected	for of in on top of	a plan for life Bring me two bottles of wine. Put that in the box. You'll find it on top of the cupboard.
7	Determiner	definite article indefinite article possessives demonstratives quantifiers	the a an my, your this, that, these, those some, few etc.	the queen of hearts a princess in love an article in the paper my secret life Look at those photographs! Few people believe him.
8	Conjunction	a word that connects sentences, phrases or clauses	and so but	Fish and chips My car broke down, so I went by bus. I like it, but I can't afford it.

Based on the theories above about parts of speech, the researcher concluded that:

1. Functions of nouns are as subject or object in a sentence.
2. Function of pronouns is can replace noun in a sentence.
3. Function of adjectives is can explain more about noun or pronoun.
4. Function of verbs is can state about what noun or pronoun does or something happens.
5. Functions of adverbs are can explain more about verbs, adjectives, and another adverb too.

6. Function of prepositions is to tell how the sentence structured.
7. Function of determiners is to limit the meaning of noun.
8. Function of conjunction is connector among words and sentences.

In this research, the researcher only used four parts of speech in items test. Those were nouns, verbs, adjectives, and adverbs. The use of nouns was 8 items. Those were *out-*, *fore-*, *-er*, *-or*, *-ism*, *-ion*, *-ment*, and *-ness*. The use of verbs was 9 items. Those were *dis-*, *mis-*, *inter-*, *re-*, *pre-*, *post-*, *-ed*, *-s*, and *-ing*. The use of adjectives was 2 items. That was *-al* and *-ful*. The last, the use of adverbs was 1 item. That was *-ly*.

G. Types of Affixes

Affixes can be classified into two different ways: according to their position in the word and according to their function in a phrase or sentence.²⁸

1. According to their position in the word (or side of the word they are attached to), affixes are classified into prefixes and suffixes.
 - a. Prefixes are bound morphemes that are added to the beginning of the word; e.g., *un-* in *unnoticed*, *a-* in *amoral*, *sub-* in *subway*, etc. Notice that prefixes are represented by the morphemes followed by a hyphen (-).
 - b. Suffixes are bound morphemes that are attached at the end of the word; e.g., *-able* in *noticeable*, *-less* in *careless*, *-s* in *seeks*, *-en* in *shorten*, etc.

²⁸Argenis A. Zapata, *Op.Cit.* pp. 2-3.

Notice that suffixes are represented by the morphemes preceded by a hyphen.

2. According to the function affixes fulfill in the language, affixes are classified into derivational affixes (derivational morphemes or derivations) and inflectional affixes (inflectional morphemes or inflections).

a. Derivational affixes are morphemes that create (or derive) new words, usually by either changing the meaning and/or the part of speech (i.e., the syntactic category), or both, of the words they are attached. In English, derivational morphemes can be either prefixes or suffixes. For example, *un-* + *happy* (adj.) = *unhappy* (adj.); *re-* + *classify* (v) = *reclassify* (v.); *by-* + *product* (n.) = *byproduct*.

b. Inflectional affixes, for their part, are morphemes which serve a purely grammatical function, such as referring to and giving extra linguistic information about the already existing meaning of a word (e.g., number, person, gender, case, etc.), expressing syntactic relations between words (e.g., possession, comparison), among others. For instance, the different forms of the verb *speak* are all considered to be verbs too, namely, *speak*, *spoken*, *speaking*. In like a manner, the comparative and superlative forms of the adjective *strong* are also adjectives, namely, *stronger*, *strongest*. In English, there are only eight inflections. They are *-(e)s* (third person singular marker of verbs in present tense), as in *speaks*, *teaches*; *-(e)s* (regular plural marker) as in *books*, *oranges*; *'s* (possessive marker) as in *John's house*; *-(e)d* (regular past tense marker)

as in *helped*, *repeated*; *-en* (past participle marker) as in *spoken*, *eaten*; *-ing* (present participle marker) as in *eating*, *studying*; *-er* (comparative marker) as in *faster*, *happier*; and *-est* (superlative marker) as in *fastest*, *happiest*.

So, based on the theory, the researcher more focused on prefix and suffix that are types of affix formed by their position. The prefixes and suffixes with their meanings and examples can be seen below.

Table 2.2
The 20 Most Common Prefixes in Academic Texts²⁹

Prefix	Meaning	Examples	Examples in Sentence
1. un-	not; opposite	unlock, unsafe	- We unlock the door. - My wallet is unsafe in traditional market.
2. re-	again; back	rewrite, return	- John rewrites his task. - I should return it.
3. in-, im-, ir-, i-	not; into	incorrect, impossible, irregular, illegal	- The answer is incorrect. - Nothing is impossible. - His words were irregular. - Alcohol is illegal in Indonesia.
4. dis-	not, away, apart, negative	disagree, distrust	- They disagree with our idea. - She distrusts him anymore.
5. en-, em-	cause to	enjoy, empower	- I enjoy this situation. - She can empower other women.
6. non-	Not	nonspecific	- The explanation is nonspecific.
7. in-, im-	in, into, not	invade, imperfect	- The terrorist invades the city. - Human is imperfect.
8. over-	too much	overact, overdose	- The actress overacts on stage. - I don't want you overdose.
9. mis-	wrongly	misjudge, misinterpret	- They misjudge our selves. - I misinterpret that poetry.
10. sub-	under	substandard	- The quality is substandard.
11. pre-	before	pretest	- There is pretest in the beginning.

²⁹Thomas, Alice, "Common Prefixes, Suffixes and Roots" (On-line), source in: www.cdl.org (the Center for Development & Learning, 1989), p. 1.

12. inter-	between, among	international	- English is international language.
13. fore-	before	forecast	- He doesn't believe a forecast.
14. de-, dis-,	opposite of, not	detour, discomfort	- I passed the detour. - This place is discomfort.
15. trans-	across, move between	transatlantic transport	- Those ships were transatlantic a long time ago. - The cars transport the woods.
16. super-	above	superstar	- She is superstar idol.
17. semi-	half	semicircle	- Let's make a semicircle.
18. anti-	against	antidote	- We must find the antidote.
19. mid-	middle	midterm	- The students are doing midterm.
20. under-	too little, not enough	underdog	- They are very underdog.

Table 2.3
Common Suffixes³⁰

No	Suffix	Meaning	Examples	Examples in Sentence
1	-s, -es <i>plural</i>	more than one	hotels, wishes	- The hotels are very lux. - Your wishes are the best.
2	-ed <i>past tense</i>	in the past	walked, jumped	- I walked alone slowly. - He jumped from up the tree.
3	-ing <i>present tense</i>	in the present	walking, jumping	- I am walking with you. - He is jumping impressively.
4	-ate <i>verb</i>	become	complicate, hesitate	- They complicate me. - I hesitate to you.
5	-en <i>verb</i>	become, to make	enlighten brighten	- The candles enlighten the dark. - The creams brighten her face.
6	-ify, -fy <i>verb</i>	make or become	verify, clarify	- The codes verify my number. - I clarify the issues.
7	-ize, -ise <i>verb</i>	to make, to become	hypnotize	- The magicians hypnotize the audience.
8	-ly <i>adverb</i>	how something is	quickly, easily	- She runs quickly. - They speak very easily.
9	-acy <i>noun</i>	state or quality	privacy, democracy	- Everyone has privacy. - Indonesia is a Democracy country.

³⁰*Ibid.* pp. 4-5.

10	-ance, -ence <i>noun</i>	state or quality of	maintenance	- The maintenance of android is easy.
11	-dom <i>noun</i>	place or state of being	freedom	- Everyone has a freedom to speak up.
12	-er, -or, -ist, -ian, -eer <i>noun</i>	one who; what/that/ which	teacher, mentor, pianist, technician, engineer	- My teacher is very kind. - That mentor is very smart. - She wants to be a pianist. - Her father is a technician. - Engineer is very professional.
13	-ism <i>noun</i>	doctrine, belief	communism	- Japan is a Communism country.
14	-ist <i>noun</i>	one who	socialist	- The socialist is very friendly.
15	-ity, -ty <i>noun</i>	quality of	responsibility, honesty	- She has a good responsibility. - Honesty is a key to success.
16	-ment <i>noun</i>	condition of	apartment, basement	- Her parents live in apartment. - There is no basement here.
17	-ness <i>noun</i>	state of being	happiness	- Happiness is when we always gratitude to God.
18	-ion, -sion, -tion <i>noun</i>	state of being; quality; act	concession, erosion, invitation	- That concession is not good. - We can't make the erosion. - I got the invitation from you.
19	-logy <i>noun</i>	study of	biology	- I like Biology.
20	-age <i>noun</i>	result of an action	marriage	- My best friend will hold her marriage.
21	-hood <i>noun</i>	condition of being	childhood	- Our childhood is very wonderful.
22	-ary <i>noun</i>	place for, collection of; one who	library, secretary	- I was in library yesterday. - We need a secretary.
23	-ship <i>noun</i>	art or skill of, condition, rank, group of	leadership	- His leadership is very good.
24	-able, -ible <i>adjective</i>	able to be, worthy of, capably of	comfortable, sensible,	- This place is very comfortable. - She is very sensible today.

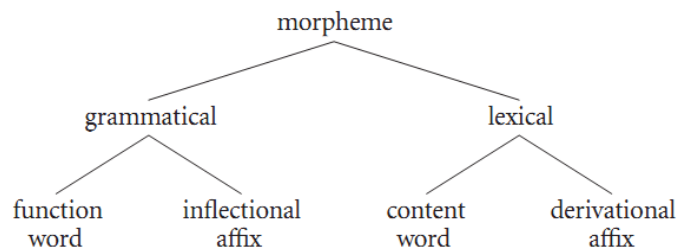
			edible	- This food is edible.
25	-ful <i>adjective</i>	notable for, full of	beautiful, colorful	- She is very beautiful. - I like something that is colorful.
26	-ic, -al, -ial, -ical <i>adjective, noun</i>	pertaining to, relating to	energetic, social, territorial, magical	- He is very energetic. - Now, there are many social medias. - It is territorial waters. - The show is very magical.
27	-ious, -ous <i>adjective</i>	characterized by, full of, having	nutritious, prosperous	- Orange is nutritious fruit. - My village is prosperous.
28	-ish <i>adjective</i>	having the quality of	childish	- She is very childish.
29	-ive <i>adjective</i>	having the nature of, somewhat like	creative	- That boy is very creative.
30	-less <i>adjective</i>	without	fruitless	- The drink is fruitless.
31	-y, -ly <i>adjective</i>	characterized by; act in a way that	funny, shiny	- My father is very funny. - The sun was very shiny.

H. Concept of Prefix and Suffix

Affixation consists in adding derivational affixes (i.e., prefixes and suffixes) to roots and stems to form new words. For example, if the suffix *-able* is added to the word *pass*, the word *passable* is created.³¹ According to Zapata, the majority of affix is derivational affixes. In other words, derivational affixes are much more forms of affix than inflectional affixes. Furthermore, inflectional affixes are only suffixes, while derivational affixes can be prefixes and suffixes. So, new words can be formed by combining affix and base word, especially derivational affixes.

³¹ Argenis A. Zapata, *Op.Cit.* p. 4.

Figure 2.3
Types of Morphemes³²



Based on the figure 2.3, inflectional affix is included in grammatical morpheme. Grammatical morphemes express a limited number of very common meanings or express relations within the sentence.³³ It means that inflectional affix has a little sense in words, because it is only suffixes. It is part of word, not the independent word. So, it does not consist many significations in language.

Lexical morphemes express lexical, or dictionary, meaning. They can be categorized into the major lexical categories, or word classes: noun, verb, adjective, or adverb.³⁴ Different with inflectional morpheme, derivational morpheme serves many meanings. As mentioned above that derivational affixes are both prefixes and suffixes. They are also four main parts of speech or word classes. In other words, there are so many words of derivational affixes in English dictionary.

It can be concluded that in types of morphemes, derivational affixes are the majority of morphemes. They also have important significance, because their

³²Brinton, Laurel J., *Op.Cit.* p. 76.

³³*Ibid.*

³⁴*Ibid.*

meaning is uncountable. The other type of morphemes, inflectional affixes, has countable meaning. They are only some affixes. So, in affixation, derivational affixes are more significant items than inflectional affixes.

Below are the changes the form of prefix and suffix.

1) Prefixes

a) Prefixes change parts of speech

Only three prefixes, which are no longer productive in English, systematically change the part of speech of the root. The examples are:

a-	Noun/Verb>Adjective	ablaze , asleep , astir
be-	Noun>Verb	betoken , befriend , bedeck
en-	Adjective/Noun>Verb	enlarge , ensure , encircle

Other prefixes change only the meaning of the root, not its class.³⁵

b) Prefixes with the meaning "not"

Examples: happy	unhappy	(adjective)
possible	impossible	(adjective)
correct	incorrect	(adjective)

c) Other verb prefixes with specific meanings

Examples:

re- (= again)	My homework was terrible, so I had to redo it.
over- (= too much)	I went to bed very late and I overslept .
mis- (= badly or incorrectly)	I'm afraid I misunderstood what he said. ³⁶

³⁵ Aronoff, Mark, Fudeman, Kirsten, *Op.Cit.* 86.

³⁶ Stuart Redman, *English Vocabulary in Use - Pre-Intermediate & Intermediate* (1st ed) (Cambridge: University Press, 1997), p. 18.

d) Suffixes

a) Verb + suffix

Examples:

<i>Verb</i>	<i>Suffix</i>	<i>Noun</i>
improve (= get better)	-ment	improvement
organize	-ation	organization
jog (= running to keep fit or for pleasure)	-ing	jogging

b) Adjective + suffix

Examples:

<i>Adjective</i>	<i>Suffix</i>	<i>Noun</i>
weak (≠ strong)	-ness	weakness
stupid (≠ intelligent, clever)	-ity	stupidity

c) Suffixes describe people and their jobs

Examples:

-er	-or	-ist
dancer	actor	artist
singer	director	economist
farmer	operator	journalist ³⁷

d) Noun or verb + suffix

Examples:

<i>Noun / Verb</i>	<i>Suffix</i>	<i>Adjectives</i>
danger, fame	-ous	dangerous, famous (= well known)

³⁷*Ibid*, p. 20.

wash	-able	wash able (= can be washed)
knowledge	-able	knowledge able (= means a lot)

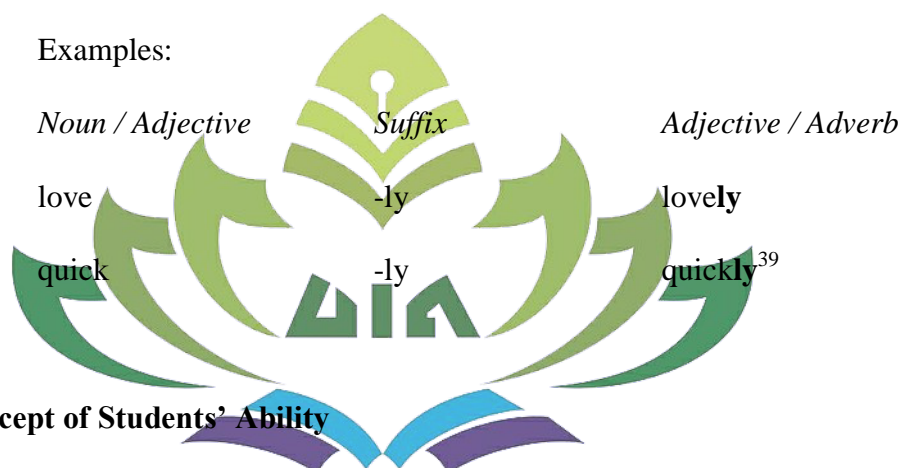
e) Suffixes mean ‘full of’ and ‘without’

Examples:

<i>Noun</i>	<i>Suffix</i>	<i>Adjective</i>
care	-ful	care ful (full of care)
care	-less	care less (without care) ³⁸

f) Suffix -ly

Examples:



I. Concept of Students' Ability

Every student has his or her own favorite lesson in class. They may also have their own ability or they may good in their favorite lesson. However, while the level of the test taker is interpreted as ability, the level of the item is interpreted as its difficulty.⁴⁰ It means that it is not all of abilities can master the favorite lesson, because there is level of difficulties of items test when the ability is tested. So, students' ability and items test should be balance, in order the test is successful to measure the ability well.

³⁸ *Ibid.* p. 22.

³⁹ Aronoff, Mark, Fudeman, Kirsten, *Op.Cit.* p. 4.

⁴⁰ Fulcher, Glenn, *Op.Cit.* p. 206.

However, there also must be many items along the entire ability scale so that the level of particularly low or high ability students can be estimated.⁴¹ It means that the items test should be effective, appropriate and accurate, so it can decide the students' ability is good or no. If the ability to use language for a particular purpose is critical to successfully performing a job, it is appropriate that individuals are tested to see if they have reached the 'standard' necessary.⁴² It means that the students are called "passed" the test, if they can apply their ability successfully.

Table 2.4
Students' Ability Classification⁴³

Number Score	Letter Score	Predicate
80 - 100	A	Excellent
66 - 79	B	Good
56 - 65	C	Fair
46 - 55	D	Low
45 - 0	E	Failed

Table 2.4 showed the classification of students' ability as the result of the test. The range was 1 - 100. The highest score was excellent with 80 - 100. Good ability was if the students get score 66 until 79. Students who can reach score 56 until 65 were enough to pass the test. Score 46 until 55 were called low ability. Students who get score 0 until 45 must follow a retest to get the better score. So, that was a category of score range's students used by the researcher.

⁴¹ *Ibid.*

⁴² *Ibid.* p. 226.

⁴³ Sudijono, Anas, *Pengantar Evaluasi Pendidikan* (1st ed) (Jakarta: Rajawali Pers, 2011), p. 35.

The researcher concluded that students' ability is an ability to pass the test. The ability can apply students' knowledge and mastery about the material topic or lesson that is tested. Furthermore, the items test must be valid with the student's ability, so the ability can be known correctly.

J. Concept of Analysis of Students' Ability in Using Prefix and Suffix

Analysis is defined as the procedure by which we break down an intellectual or substantial whole into parts or components.⁴⁴ According to Tom, analysis means investigate something comprehensively and thoroughly to be more clear and detail, or to be proved and revealed as the result. It means that analysis needs more attention and more time to be done. It also must be implemented by good method and procedure, thus the analyst can get a good result. So, analysis is a process conducted by analyst to get some benefit or new fact from his/her research.

Learners do not acquire language ability without repetition and practice.⁴⁵ From that theory, it is stated that ability cannot be gained without effort. Ability must be accustomed in many times. Students who have a good ability in language acquisition may always use or study of language. The process of language acquisition can be consciously and unconsciously. For instance, the conscious process is by studying in class, and the unconscious process is by watching television or video.

⁴⁴Tom Ritchey, "Analysis and Synthetis". *Systems Research*, Vol. 8, No. 4 (Revised version, 1996), p. 1.

⁴⁵Fulcher, Glenn, *Op.Cit.* p.82.

In English, derivational affixes are either prefixes or suffixes.⁴⁶ Note that *-er* and *-ful* are end-of-word affixes, or suffixes, while beginning-of-word affixes, like *re-*, *un-*, *pre-*, *de-*, etc. are called prefixes.⁴⁷ It means derivational affix can be prefix and suffix. Prefix is affix in the beginning of word, and suffix is affix in the end of word. The examples of prefix are *re-*, *un-*, *pre-*, *de-*, etc. Furthermore the examples of suffix are *-er* and *-ful*. Those affixes are in English that change the parts of speech.

In a discussion of how to use word parts for learning, Nation argues that there are four aspects of knowledge required to use word parts.⁴⁸

1. The first aspect is being able to recognise word parts in words. For example, learners need to be able to recognise that *unhappiness* consists of *un*, *happi*, and *ness*, each of which occurs in words such as *unpleasant*, *happily*, and *sadness*.
2. The second aspect is being able to recognise the meaning or the syntactic property carried by an affix; for example, knowing that *-less* means 'without' and has the function of making an adjective.
3. The third aspect is being aware of the changes of written and spoken form that occur when an affix is added to a word. For example, learners need to be aware that when the suffix *-ion* is attached to *permit*, *t* in *permit* changes into *ss* and *permission* results.
4. The last aspect involves knowing which classes of stems can take certain affixes. For example, *-ness* attaches to adjectives, so that *kindness*

⁴⁶Brinton, Laurel J., *Op.Cit.* p. 86.

⁴⁷Thornbury, Scott, *Op.Cit.* p. 4.

⁴⁸Nation in Yosuke Sasao, *Op.Cit.* pp. 166-167.

is appropriate because *kind* is an adjective, but *moveness* is not appropriate because *move* is not an adjective.

According to Nation, it can be concluded that there are four aspects of word knowledge. Those are knowledge of word parts, affix meaning or affix' parts of speech, affix form, and class of stem. All aspects is about students' abilities in using parts of word that relates to using prefix and suffix, but only one focus of the second aspect that used by the researcher in this research. That was the students' ability to recognize the correct affix to form a new part of speech suitable in a sentence.

From the theories above, the researcher concluded overall that to analyze the students' ability in using prefix and suffix needs correct methodology. Furthermore, students' ability in using prefix and suffix can be possessed by paying attention every teacher explaining the affix lesson and by studying more after school. Since this research only uses one aspect of word knowledge in doing the research test, furthermore the students' ability in using prefix and suffix was the ability to know what parts of speech of affix. So, the students can choose the correct prefix and suffix by knowing its parts of speech.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted to analyze a students' ability in using prefix and suffix. Furthermore, the researcher chose a descriptive quantitative research as the design of this research. Creswell stated in Sukamolson that “quantitative research is a research type that “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”¹. It means this research serves data in number and it was calculated by some mathematic formulas. Even this research was descriptive, but the analysis data can be obtained by quantitative method.

Quantitative method is called by quantitative because the data research is numbers and the analysis uses statistics.² It means quantitative method is used to analyze the data in numbers, and statistics is tool for analyzing the data. A research study can be no better than the instruments used to collect the data. Donal Ary et. al. said that “variety of tests, scales, and inventories are available for gathering data in educational research, especially for quantitative studies”.³ It means quantitative research can use test, scale and inventory as

¹Suphat Sukamolson, “Fundamentals of Quantitative Research”, (On-line), source in: [www.culi.chula.ac.th/Research/e-journal/bod/Suphat Sukamolson.pdf](http://www.culi.chula.ac.th/Research/e-journal/bod/Suphat_Sukamolson.pdf) (Bangkok: Chulalongkorn University), p. 2.

²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), p. 7.

³Donald Ary, et. al. *Introduction to Research in Education* (8thed) (Canada: Wadsworth, 2006), p. 221.

the instruments. Moreover, those instruments can help the researcher to collect and analyze the data.

According to the theories above, it can be concluded that this research used quantitative research since the data are numbers. It also uses test, scale, and inventory to collect the data. It presented by explaining the students' ability based on the quantitative data, so it was called by descriptive quantitative research. This research was used to analyze the students' ability in using prefix and suffix at the first semester of twelfth grade students of SMK BLK Bandar Lampung.

B. Subject of the Research

1. Population

Population is the entire subject of research.⁴ It means that population is all subjects of research that researcher chose. The population in this research was taken from the first semester of twelfth grade students of SMK BLK Bandar Lampung. The researcher chose this grade because it was suitable with the current syllabus material about prefix and suffix. There are 9 classes of the twelfth grade. It was showed on the table below.

⁴Arikunto, Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p. 173.

Table 3.1
Population of SMK BLK Bandar Lampung of the Twelfth Grade in
2018/2019

No	Class	Gender		Number of Students
		Male	Female	
1	XII TKJ 1	25	12	37
2	XII TKJ 2	25	12	37
3	XII TKR 1	29	0	29
4	XII TKR 2	26	0	26
5	XII TSM 1	24	0	24
6	XII TSM 2	22	0	22
7	XII TD 1	33	2	35
8	XII TD 2	36	0	36
9	XII MM	6	12	18
Total of Students		226	38	264

2. Sample and Sampling Technique

Sample is part or representative of population that is researched.⁵ It means sample is a part of individual members chosen to represent the entire population. The researcher used non-probability sampling technique, that is saturated sampling or usually called by total sampling. Saturated sampling is a sampling technique by taking all population members as respondent or sample.⁶ It means the researcher took all population as sample. Therefore, the researcher chose XII TKJ 1 as a subject to be tried out. There were 37 students in XII TKJ 1, but when try out was conducted 3 students were absent. The other 8 classes were as the subject to be tested. Moreover, the researcher hoped that she would get the most detailed students' ability in using prefix and suffix from this sampling technique.

⁵*Ibid.* p. 174.

⁶Sugiyono, *Op.Cit*, p. 124.

C. Data Collecting Technique

To collect the data, the researcher used one instrument. Test is a collection of questions or exercises, and the other devices used to know the skill, intelligence, ability or talent owned by individuals or groups.⁷ Furthermore, the researcher wanted to know the students' ability in using prefix and suffix by using test. The items test was based on the material syllabus of Vocational School at the first semester of twelfth grade at SMK BLK Bandar Lampung.

D. Research Instrument

In this research, the researcher used vocabulary test. This instrument helped the researcher to get the data relates to an analysis of students' ability in using prefix and suffix of the first semester of twelfth grade at SMK BLK Bandar Lampung. The researcher chose multiple choice test type, because it is easy to calculate the score and the students are easy to do it. In making the instrument, the researcher only followed the form of item test by Cholo Kim' appendix research, since the kinds of affix were different. For prefix form, the researcher chose number 2 and 8, then for suffix form, the researcher chose number 4 and 10. It can be seen on the figures below.

⁷Arikunto, Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktik* (14thed) (Jakarta: Rineka Cipta, 2010), p. 193.

Figure 3.1
Prefix Item Test Form⁸

2. Mr. Hanson plugged his cellphone in to _____ it to use next day.
 (A) recharge (C) discharge
 (B) overcharge (D) mischarge
8. The participants did not start until the wind _____.
 (A) upside (C) inside
 (B) subside (D) outside

Figure 3.2
Suffix Item Test Form⁹

4. The contract stipulates that employees injured are assured of immediate
 (A) compensate (C) compensation
 (B) compensatory (D) compensated
10. When people apply for the driver license, people must show the personnel two forms of _____.
 (A) identify (C) identification
 (B) identifies (D) identifiable

E. Try Out

Try out of the students' ability in using prefix and suffix was conducted to students before the instrument test was used. The purpose was to get the validity and reliability of the instrument test. The classification was showed on the table below.

Table 3.2
The Specification Items Test Before-Try Out

No	Aspects of Material	Distribution Number		Total Items
		Odd	Even	
1	Prefixes: dis- mis- inter- out- fore- re-	9 19 5, 15 17 1, 11 7	4, 14 8, 12 6, 10 2, 18	20

⁸Cholo Kim, *Op.Cit.* p. 78

⁹*Ibid.*

	pre- post-	3, 13	16, 20	
2	Suffixes: -er -or -ism -ion -ment -ness -ed -s -ing -al -ful -ly	21 23 27 29, 35 33 37, 41, 47 43, 49 31 39 25, 45	36, 50 24 28, 34 38, 40 42 32 22, 48 46 44 26, 30	30
20 affixes		25	25	50

Table 3.3
The Specification Items Test After-Try Out

No	Aspects of Material	Distribution Number		Total Items
		Odd	Even	
1	Prefixes: dis- mis- inter- out- fore- re- pre- post-	7 11 19 1	4 8 14 10	8
2	Suffixes: -er -or -ism -ion -ment -ness -ed -s -ing -al -ful -ly	 9 15 3 17 13 5	12 2 16 20 6 18	12
20 Affixes		10	10	20

F. Validity of Instrument Test

Validity is standard accuracy between the data that happened in object research and the capacity that can be reported by researcher.¹⁰ It means to conduct the accurate test, it needs to do the validity. The researcher used three kinds of validity to analyze the instrument.

1. Construct Validity

Construct validity refers to the assumption that measuring tool that is used consists one appropriate operational definition, from a theoretical concept.¹¹ It means a form of test is suitable with the material or ability researched. To get construct validity, the researcher consulted with the English teacher who teaches in class as sample of subject research.

2. Content Validity

Content validity refers to an instrument whose the content suitability in revealing or measuring what be measured.¹² To get the content validity, the test was suited with the material that was taught to the students. In other words, the researcher made the item test based on the material of twelfth grade at SMK BLK Bandar Lampung.

3. Internal Validity

Internal validity is reached if there is suitability between parts of instrument and the instrument entirely.¹³ It means that the instrument is

¹⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (5thed) (Bandung: Alfabeta, 2008), p. 363.

¹¹Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan* (3rded) (Jakarta: Bumi Aksara, 2009), p. 196.

¹²*Ibid.*

¹³Arikunto, Suharsimi, *Op.Cit.* p. 214.

valid, if one item test is suitable with all of items test. There are two ways to get internal validity. Those are factor analysis and item analysis. The researcher used item analysis, because this is only to get the validity of one test.

To get the validity of each item test, the scores of item test is correlated with the total score.¹⁴ It means it can be known definitely which the item test is not valid. The researcher used Anates Pilihan Ganda V.4.0.9 Application Program to know the internal validity of each item test. To know the limit of coefficient significance correlation, the researcher used the table below.

Table 3.4
Coefficient Significance Correlation

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208
If coefficient = 0,000 it means uncountable.					

The Note in Anatest of Multiple Choice Version 4.0.9.

The items test used by researcher was 50, so the validation limit of an item test starts from 0,273 coefficients. After doing try out, the researcher got 20 valid items test. They were number 2, 4, 8, 11, 13, 15, 16, 17, 24, 29, 30, 31, 34, 36, 39, 40, 42, 43, 44, and 47. There were 8 items of prefix and 12 items of suffix. It can be seen on appendix 14.

¹⁴*Ibid.* pp. 219-221.

G. Reliability of Instrument Test

Reliability refers to one definition that an instrument is believable fairly to be used as a data collector, because the instrument has been reliable.¹⁵ It means the good instrument must be reliable to test the subject of research. The researcher used Anates Pilihan Ganda V.4.0.9 Application Program to know how reliable the items test, and the reliability of the instruments was 0,86. (See appendix 14)

The specification of reliability of instrument test was as follows:¹⁶

- Range 0,800 - 1,00 : very high
- Range 0,600 – 0,800 : high
- Range 0,400 – 0,600 : medium
- Range 0,200 – 0,400 : low
- Range 0,000 – 0,200 : very low

H. Research Procedure

The procedures that researcher conducted were as follows:

1. Choosing the subject of the research.
2. Choosing the instrument of the research.
3. Conducting try out to the students in XII TKJ 1.
4. Conducting test to the students in XII TSM 1, XII TKJ 2, XII TKR 2, XII TKR 1, XII TD 2, XII TSM 2, XII MM, and XII TD 1.
5. Calculating and analyzing the data or result of research.

¹⁵*Ibid.* p. 221.

¹⁶Arikunto, Suharsimi, ed. Restu Damayanti, *Dasar-Dasar Evaluasi Pendidikan*, (2nded) (Jakarta: Bumi Aksara, 2015), p. 89.

6. Reporting the data of the research.

I. Data Analysis

The research that is conducted in population (without taking the sample) clearly will use descriptive statistics in analyzing the data.¹⁷ It means the data would be analyzed by descriptive statistics. Descriptive statistics is statistics used to analyze data by describing or explaining the collected data without intents on making conclusion generally.¹⁸ So, the researcher wanted to know the students' ability of each class of the research population.

The data was analyzed by steps with the following:

1. Checking the students' answer sheet.
2. Correcting the students' answer sheet.
3. Giving the score of students' answer sheet.

In getting the score, the researcher used this formula to calculate the students' correct answer. The formula can be seen below¹⁹:

$$S = \frac{r}{N} \times 100$$

Where:

S : score of test
 r : sum of correct answer
 N : number of items test

¹⁷Sugiyono, *Op.Cit* (Bandung: Alfabeta, 2013), p. 147.

¹⁸*Ibid.*

¹⁹Sudijono, Anas, *Op.Cit.* p. 318.

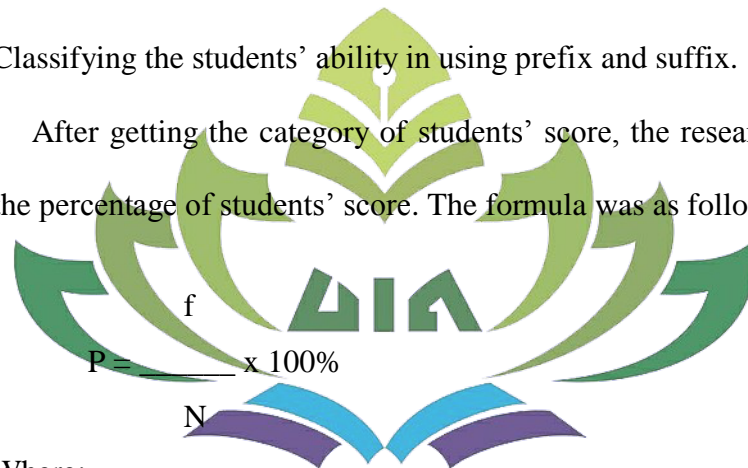
4. Determining the category of students' ability. The specification or level of students' ability was as follows²⁰:

Table 3.5
Students' Ability Classification

Number Score	Letter Score	Predicate
80- 100	A	Excellent
66-79	B	Good
56-65	C	Fair
46-55	D	Low
45- 0	E	Failed

5. Classifying the students' ability in using prefix and suffix.

After getting the category of students' score, the researcher put it into the percentage of students' score. The formula was as follows²¹:



$$P = \frac{f}{N} \times 100\%$$

Where:

f : frequency of same scores
N : number of students
P : percentage of students' score

6. Calculating the average score of students' ability. The formula was as follows²²:

$$M_x = \frac{\sum X}{N}$$

²⁰*Ibid.* p. 35.

²¹Sudijono, Anas, *Pengantar Statistik Pendidikan* (1sted) (Jakarta: Rajawali Pers, 2011), p. 43.

²²*Ibid.* p. 81.

Where:

M_x : average score

$\sum X$: sum of scores

N: number of students

After analyzing the data, the researcher knew the students' ability in using prefix and suffix of the first semester of twelfth grade at SMK BLK Bandar Lampung.



CHAPTER IV

RESULTS AND DISCUSSION

A. Research Procedure

In analysis of students' ability in using prefix and suffix, the researcher used test as the instrument. The test was used to describe the students' ability. The researcher found some results of the students' ability in using prefix and suffix at the first semester of twelfth grade of SMK BLK Bandar Lampung in 2018/2019 academic year.

The material about prefix and suffix has ever learned in this school, therefore the researcher only reviewed a little about prefix and suffix. The researcher gave the test to the students to get the data about the students' ability in using prefix and suffix. After the test was collected, the researcher corrected, gave score, classified the level of students' ability by using students' score specification, and calculated the frequency's percentage and the average of students' score in using prefix and suffix.

The research was conducted at SMK BLK Bandar Lampung at the first semester of the twelfth grade on October 8th, 2018. In this research, the researcher included the date or planned schedule of work as follows:

1. On September 4th 2018, the researcher asked permission to the headmaster of SMK BLK Bandar Lampung that the researcher did the research at this school.

2. On October 5th 2018, the researcher conducted consultation to the English teacher about the instrument of try out test.
3. On October 8th 2018, the researcher did try out in class XII TKJ 1 to know whether the instrument valid or not.
4. On October 9th 2018, the researcher gave the test of prefix and suffix in multiple choice test form in class XII TD 2, XII TSM 2, XII MM, and XII TD 1.
5. On October 10th 2018, the researcher gave the test of prefix and suffix in multiple choice test form in class XII TKJ 2.
6. On October 11th 2018, the researcher gave the test of prefix and suffix in multiple choices test form in class XII TKR 2, TSM 1, and XII TKR1.
7. On October 12th 2018, the researcher asked the additional information and the research letter from the school.

B. Research Finding

The researcher conducted the research on October 8th – 11th 2018 in 8 classes. At the date, the researcher introduced herself and delivered her purpose to the students. Then, the researcher gave a multiple choice test in using prefix and suffix. After that, the researcher collected and analyzed the data. The steps were as follows:

1. Calculating the score of test in using prefix and suffix by a formula below.

$$S = \frac{r}{N} \times 100$$

Where:

S : score of test

r : total of right answer

N : total of items test

Based on the result of the counting test, the students' score can be seen on the tables below.

Table 4.1
Students' Score in Using Prefix and Suffix of Class XII TKJ 2

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	AFD	14	20	70	Good
2	AHS	14	20	70	Good
3	AKB	16	20	80	Excellent
4	ANG	15	20	75	Good
5	APR	11	20	55	Low
6	CHI	14	20	70	Good
7	DEW	15	20	75	Good
8	DWA	17	20	85	Excellent
9	DWS	14	20	70	Good
10	FAR	17	20	85	Excellent
11	FEY	8	20	40	Failed
12	FIL	15	20	75	Good
13	GIL	14	20	70	Good
14	ILH	15	20	75	Good
15	ISM	14	20	70	Good
16	LEL	14	20	70	Good
17	MAD	15	20	75	Good
18	MAR	9	20	45	Failed
19	MAS	13	20	65	Fair
20	MIQ	12	20	60	Fair
21	MRI	16	20	80	Excellent
22	MWA	17	20	85	Excellent
23	MER	14	20	70	Good
24	NAD	12	20	60	Fair
25	RAH	17	20	85	Excellent
26	RAD	17	20	85	Excellent
27	RAM	11	20	55	Low
28	RAT	11	20	55	Low
29	SAT	10	20	50	Low
30	SET	12	20	60	Fair
31	TRI	11	20	55	Low
32	VER	9	20	45	Failed

33	WAH	15	20	75	Good
34	WIN	9	20	45	Failed
35	ZIY	15	20	75	Good
Σ Score				2360	
Average Score				67.43	

Table 4.1 showed that from 35 students, there are 7 students got excellent level or 20%, 15 students got good level or 42.86%, 4 students got fair level or 11.43%, and 5 students got low level or 14.28%, and the rest 4 students or 11.43% fell in failed level. The conclusion, the majority of students of class XII TKJ 2 was categorized into good level.

Table 4.2
Students' Score in Using Prefix and Suffix of Class XII TKR 1

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ADI	7	20	35	Failed
2	AHP	13	20	65	Fair
3	AHS	3	20	15	Failed
4	AND	8	20	40	Failed
5	ARI	13	20	65	Fair
6	ARM	11	20	55	Low
7	CAT	6	20	30	Failed
8	DEK	13	20	65	Fair
9	DER	11	20	55	Low
10	DWI	13	20	65	Fair
11	IMA	11	20	55	Low
12	IWA	5	20	25	Failed
13	MUE	9	20	45	Failed
14	MUF	17	20	85	Excellent
15	MFE	11	20	55	Low
16	NAF	8	20	40	Failed
17	NOV	5	20	25	Failed
18	RAM	9	20	45	Failed
19	SUR	5	20	25	Failed
20	VAI	9	20	45	Failed
21	YOP	12	20	60	Fair
Σ Score				995	
Average Score				47.38	

Table 4.2 showed that from 21 students, only 1 student got excellent level or 4.76%, 5 students got fair level or 23.81%, 4 students got low level or 19.05%, and the rest 11 students or 52.38% fell in failed level. The conclusion, the majority of students of class XII TKR 1 was categorized into low level.

Table 4.3
Students' Score in Using Prefix and Suffix of Class XII TKR 2

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	AKH	5	20	25	Failed
2	ALF	14	20	70	Good
3	BAG	17	20	70	Good
4	BUC	7	20	35	Failed
5	DED	12	20	60	Fair
6	DEN	5	20	25	Failed
7	DIM	5	20	25	Failed
8	DWI	7	20	35	Failed
9	EKA	10	20	50	Low
10	GAL	11	20	55	Low
11	GIL	5	20	25	Failed
12	JEF	12	20	60	Fair
13	MAR	2	20	10	Failed
14	MAS	8	20	40	Failed
15	NAN	13	20	65	Fair
16	OGI	14	20	70	Good
17	PUT	7	20	35	Failed
18	RIC	9	20	45	Failed
19	SAK	2	20	10	Failed
20	TAU	13	20	65	Fair
21	TEG	11	20	55	Low
22	WAH	13	20	65	Fair
23	YOA	10	20	50	Low
24	YOG	7	20	35	Failed
25	YUD	9	20	45	Failed
Σ Score				1125	
Average Score				45	

Table 4.3 showed that from 25 students, only 3 students got good level or 12%, 5 students got fair level or 20%, 4 students got low level or 16%, and the rest 13 students or 52% fell in failed level. The conclusion, the majority of students of class XII TKR 2 was categorized into failed level.

Table 4.4
Students' Score in Using Prefix and Suffix of Class XII TSM 1

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ABD	12	20	60	Fair
2	ADP	5	20	25	Failed
3	ADT	4	20	20	Failed
4	ANT	8	20	40	Failed
5	ARE	4	20	20	Failed
6	BAG	7	20	35	Failed
7	DAN	7	20	35	Failed
8	DIO	5	20	25	Failed
9	EKO	3	20	15	Failed
10	ERD	3	20	15	Failed
11	FEB	5	20	25	Failed
12	HAB	8	20	40	Failed
13	HEL	11	20	55	Low
14	JUL	5	20	25	Failed
15	KEV	8	20	40	Failed
16	MIF	11	20	55	Low
17	MPA	6	20	30	Failed
18	NAN	7	20	35	Failed
19	RAH	7	20	35	Failed
20	RES	7	20	35	Failed
21	RIS	8	20	40	Failed
22	RON	5	20	25	Failed
23	TIT	6	20	30	Failed
Σ Score				760	
Average Score				33.04	

Table 4.4 showed that from 23 students, only 1 student got fair level or 4.35% fell in failed level, 2 students got low level or 8.70% and the rest 20 students or 86.95% fell in failed level. The conclusion, the majority of students of class XII TSM 1 was categorized into failed level.

Table 4.5
Students' Score in Using Prefix and Suffix of Class XII TSM 2

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ADE	5	20	25	Failed
2	ADI	7	20	35	Failed
3	AGU	5	20	25	Failed
4	AHM	10	20	50	Low
5	AJI	8	20	40	Failed
6	ARI	9	20	45	Failed
7	BAG	6	20	30	Failed
8	DAN	6	20	30	Failed
9	DWI	5	20	25	Failed
10	FAJ	9	20	45	Failed
11	EKO	6	20	30	Failed
12	IRF	7	20	35	Failed
13	LIN	6	20	30	Failed
14	MAU	4	20	20	Failed
15	NAN	5	20	25	Failed
16	PER	5	20	25	Failed
17	RIZ	5	20	25	Failed
18	RON	4	20	20	Failed
19	TED	4	20	20	Failed
20	YUS	6	20	30	Failed
Σ Score				610	
Average Score				30.50	

Table 4.5 showed that from 20 students, only 1 student got low level or 5%, and the rest 19 students or 95% fell in failed level. The conclusion, the majority of students of class XII TSM 2 was categorized into failed level.

Table 4.6
Students' Score in Using Prefix and Suffix of Class XII TD 1

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ABA	13	20	65	Fair
2	ADI	4	20	20	Failed
3	ALD	14	20	70	Good
4	AND	14	20	70	Good
5	ARI	13	20	65	Fair
6	BAG	10	20	50	Low
7	BAM	9	20	45	Failed
8	CAH	8	20	40	Failed
9	CAN	3	20	15	Failed
10	DEP	13	20	65	Fair
11	DIA	6	20	30	Failed
12	DIS	5	20	25	Failed
13	EKO	8	20	40	Failed
14	EPI	6	20	30	Failed
15	FAJ	14	20	70	Good
16	FAR	7	20	35	Failed
17	GIR	14	20	70	Good
18	MHA	6	20	30	Failed
19	MIK	13	20	65	Fair
20	PRI	12	20	60	Fair
21	RAI	10	20	50	Low
22	RAM	4	20	20	Failed
23	REA	7	20	35	Failed
24	REP	8	20	40	Failed
25	RES	5	20	25	Failed
26	RIF	9	20	45	Failed
27	RIS	7	20	35	Failed
28	RIK	13	20	65	Fair
29	RUS	14	20	70	Good
30	SEL	8	20	40	Failed
31	SEP	4	20	20	Failed
32	SUE	4	20	20	Failed
33	TRI	14	20	70	Good
34	YOH	9	20	45	Failed
Σ Score				1540	
Average Score				45.29	

Table 4.6 showed that from 34 students, only 6 students got good level or 17.65%, 6 students got fair level or 17.65%, 2 students got low level or 5.88%

and the rest 20 students or 58.82% fell in failed level. The conclusion, the majority of students of class XII TD 1 was categorized into failed level.

Table 4.7
Students' Score in Using Prefix and Suffix of Class XII TD 2

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ADI	11	20	55	Low
2	AGU	5	20	25	Failed
3	AKB	9	20	45	Failed
4	ANC	5	20	25	Failed
5	ANR	7	20	35	Failed
6	ARI	4	20	20	Failed
7	ARM	5	20	25	Failed
8	AZI	10	20	50	Low
9	CAH	8	20	40	Failed
10	CHA	14	20	70	Good
11	DHI	9	20	45	Failed
12	DIK	13	20	65	Fair
13	DIM	10	20	50	Low
14	DON	12	20	60	Fair
15	FAR	10	20	50	Low
16	FEZ	6	20	30	Failed
17	HAB	15	20	75	Good
18	ILH	7	20	35	Failed
19	JIH	13	20	65	Fair
20	NUR	6	20	30	Failed
21	RAF	4	20	20	Failed
22	RAM	3	20	15	Failed
23	RAN	7	20	35	Failed
24	REN	4	20	20	Failed
25	RIJ	7	20	35	Failed
26	RIZ	7	20	35	Failed
27	ROB	7	20	35	Failed
28	RUR	14	20	70	Good
29	SIG	13	20	65	Fair
30	TEI	9	20	45	Failed
31	TEY	7	20	35	Failed
32	VAL	9	20	45	Failed
33	YOG	6	20	30	Failed
Σ Score				1380	
Average Score				41.82	

Table 4.7 showed that from 33 students, only 3 students got good level or 9.10%, 4 students got fair level or 12.12%, 4 students got low level or 12.12%, and the rest 22 students or 66.67% fell in failed level. The conclusion, the majority of students of class XII TD 2 was categorized into failed level.

Table 4.8
Students' Score in Using Prefix and Suffix of Class XII MM

No	Students' Code	Σ Right Answer	Σ Items	Score	Predicate
1	ARI	13	20	65	Fair
2	ASN	14	20	70	Good
3	ERI	14	20	70	Good
4	EUR	4	20	20	Failed
5	HER	9	20	45	Failed
6	MAR	14	20	70	Good
7	MEG	14	20	65	Fair
8	MIQ	11	20	55	Low
9	NID	14	20	70	Good
10	NIT	14	20	70	Good
11	NUR	15	20	75	Good
12	ROS	14	20	70	Good
13	SIS	13	20	65	Fair
14	YUV	14	20	70	Good
Σ Score				880	
Average Score				62.86	

Table 4.8 showed that from 14 students, there are 8 students got good level or 57.14%, 3 students got fair level or 21.42%, 1 student got low level or 7.14%, and the rest 2 students or 14.29% fell in failed level. The conclusion, the majority of students of class XII MM was categorized into fair level.

Table 4.9
Result of Students' Score in Using Prefix and Suffix

No	Students' Score	Total of Students
1	10	2
2	15	5
3	20	13
4	25	23
5	30	14
6	35	22
7	40	14
8	45	18
9	50	9
10	55	14
11	60	9
12	65	19
13	70	26
14	75	9
15	80	2
16	85	6
Total of Students		205

Table 4.9 showed that there were 2 students got 10, 5 students got 15, 13 students got 20, 23 students got 25, 14 students got 30, 22 students got 35, 14 students got 40, 18 students got 45, 9 students got 50, 14 student got 55, 9 students got 60, 19 students got 65, 26 students got 70, 9 students got 75, 2 students got 80, and 6 students got 85.

Table 4.10
Result of Students' Work in Each Affix

No	Items Test			Twelfth Grade (Class XII)								Σ
	Pre	Suf	Parts of Speech	TKJ 2	TKR 1	TKR 2	TSM 1	TSM 2	TD 1	TD 2	MM	
1	re-		verb	15	9	7	3	1	8	6	5	54
2		-or	noun	26	12	6	15	5	11	27	1	103
3		-ment	noun	25	12	24	16	2	35	19	16	139
4	dis-		verb	33	18	14	9	3	39	15	10	137
5		-ly	adverb	16	12	5	4	6	12	8	14	79
6		-ing	verb	28	15	30	8	1	3	9	2	96
7	mis-		verb	12	12	15	2	8	6	11	11	81
8	fore-		noun	22	15	14	4	0	10	14	12	91
9		-ism	noun	19	6	9	6	6	8	7	14	75

10	post-		verb	14	5	10	4	19	13	14	2	76
11	inter-		verb	43	15	12	11	15	28	38	10	172
12		-er	noun	23	6	7	3	4	15	7	10	82
13		-al	adjective	19	15	11	8	8	29	15	1	106
14	pre-		verb	17	3	5	5	13	7	6	10	66
15		-ion	noun	19	15	13	4	12	37	18	11	139
16		-ness	noun	15	9	2	12	3	7	9	6	57
17		-s	verb	40	3	12	16	1	4	4	15	92
18		-ful	adjective	38	2	9	13	9	13	26	13	124
19	out-		verb	36	9	14	4	3	19	16	1	102
20		-ed	verb	12	6	6	5	3	4	7	12	59
Σ	8	12		472	199	225	152	122	308	276	176	1930
Score (1 item x 5)				2360	995	1125	760	610	1540	1380	880	

From the table 4.10, the researcher found that the majority of correct prefix was *inter-* by 172 items, and the majority of correct suffixes were *-ment* and *-ion* by 139 items. The majority of part of speech was *verb*. Therefore, the class that had the highest score in using prefix and suffix was XII TKJ 2 by score 2360, while the class that had the fewest score in using prefix and suffix was XII TSM 2 by score 610. Moreover, the majority of correct part of speech was *verb* in test. (See appendix 16)

2. Finding out the percentage of students' ability classification in using prefix and suffix.

The researcher used a formula as follows:

$$P = \frac{f}{N} \times 100\%$$

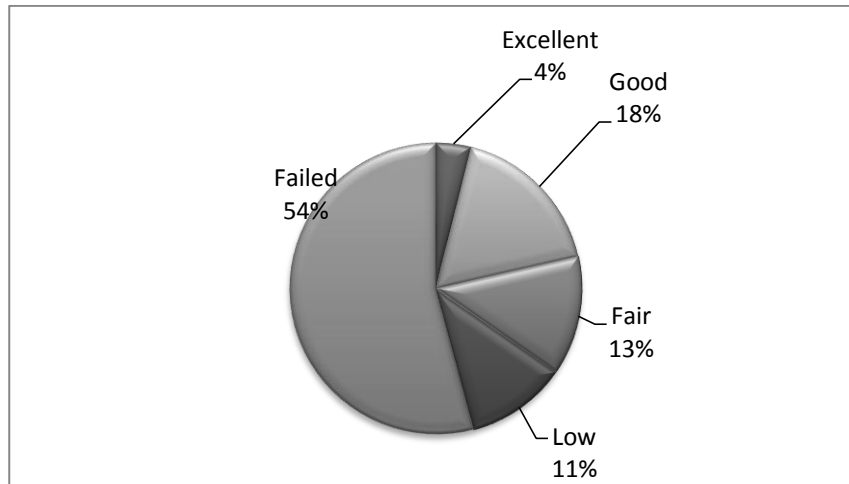
Where:

f : frequency of same scores

N : the total students

P : the percentage of students' score

Figure 4.1
Classification of Students' Ability in Using Prefix and Suffix



From that figure 4.1, the frequency of each student's classification was calculated as follows:

Excellent	: 8
Good	: 36
Fair	: 27
Low	: 23
Failed	: 111

The percentage of students' ability in using prefix and suffix:

- a. The percentage of students' ability in using prefix and suffix that having excellent level. There were 8 students in this level. The percentage was as follows:

$$P = \frac{8}{205} \times 100\% = 3.90\%$$

- b. The percentage of students' ability in using prefix and suffix that having good level. There were 36 students in this level. The percentage was as follows:

$$P = \frac{36}{205} \times 100\% = 17.56\%$$

- c. The percentage of students' ability in using prefix and suffix that having fair level. There were 27 students in this level. The percentage was as follows:

$$P = \frac{27}{205} \times 100\% = 13.17\%$$

- d. The percentage of students' ability in using prefix and suffix that having low level. There were 23 students in this level. The percentage was as follows:

$$P = \frac{23}{205} \times 100\% = 11.22\%$$

- e. The percentage of students' ability in using prefix and suffix that having failed level. There were 111 students in this level. The percentage was as follows:

$$P = \frac{111}{205} \times 100\% = 54.15\%$$

Figure 4.2
Percentage of Students' Ability in using Prefix and Suffix

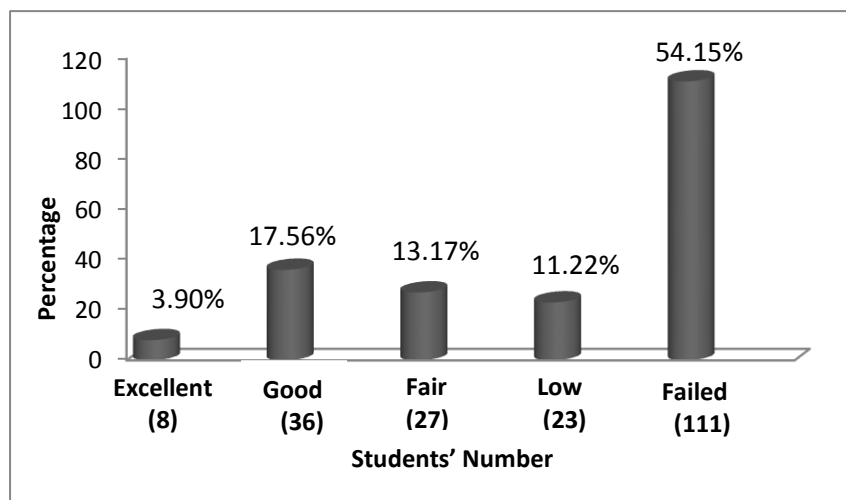


Figure 4.2 showed that there were 8 students or 3.90% got excellent level, 36 students or 17.56% got good level, 27 students or 13.17% got fair level, 23 students or 11.22% got low level, and 111 students or 54.15% got failed level.

By a formula above, the researcher also calculated the frequency of students' ability in using prefix and suffix of all classes. Since the items test of prefix were 8 each question sheet, so the number of students 205 was multiplied by 8 resulted 1640, and the items test of suffix were 12 each question sheet, so the number of students 205 was multiplied by 12 resulted 2460. The researcher has calculated the total of correct answer of both prefix and suffix items. Then, to know the students' ability in using prefix and suffix can be seen below.

$$\begin{aligned} \text{Prefix:} \quad P &= \frac{779}{1640} \times 100\% = 47.50\% \\ \text{Suffix:} \quad P &= \frac{1151}{2460} \times 100\% = 46.79\% \end{aligned}$$

3. Finding out the average score of test in using prefix and suffix.

To get the average score, the researcher used this formula was as follows.

$$M_x = \frac{\sum X}{N}$$

Where:

M_x : mean (average score of students' ability)

$\sum X$: the total of score

N : the number of score

Table 4.11
Average Students' Score in using Prefix and Suffix

No	Class	The Students' AverageScore		Total of Students	The Average Score
		Prefix	Suffix		
1	XII TKJ 2	27.43	40	35	67.43
2	XII TKR 1	20.47	26.91	21	47.38
3	XII TKR 2	18.20	26.80	25	45
4	XII TSM 1	9.13	23.91	23	33.04
5	XII TSM 2	15.50	15	20	30.50
6	XII TD 1	19.12	26.17	34	45.29
7	XII TD 2	18.18	23.64	33	41.82
8	XII MM	21.79	41.07	14	62.86
Average		18.73	27.94	205	46.67

From the data above, there were 205 students at the first semester of twelfth grade of SMK BLK Bandar Lampung in 2018/2019 academic year whose the average score of test or the students' ability in using prefix and suffix was 46.67 included low level. In addition, the largest average score class was XII TKJ 2 by 67.43.

C. Discussion

This section discussed about the result of the test in using prefix and suffix.

The researcher used multiple choices test as an instrument. The test consisted

of 20 items which was divided into two material aspects, such as prefix and suffix. They were 20 derivational affixes, 8 prefixes and 12 suffixes. The prefixes were *dis-*, *mis-*, *inter-*, *out-*, *fore-*, *re-*, *pre-*, and *post-*. Then, the suffixes were *-er*, *-or*, *-ism*, *-ion*, *-ment*, *-ness*, *-ed*, *-s*, *-ing*, *-al*, *-ful*, and *-ly*. The parts of speech that used were *noun*, *verb*, *adjective*, and *adverb*. The test had 4 options of answer, and it should be finished in 35-40 minutes. In reality, there were 264 students at the twelfth grade, but there were 59 students did not come on the day of test and/or they did not want to do the test. It was only 205 students who did the test, so it caused the result of the research was not really detail and complete.

Based on the result of the research, the researcher obtained that the percentage students' ability in using prefix and suffix at the first semester of the twelfth grade of SMK BLK Bandar Lampung in the academic year 2018/2019 by 205 students were: the percentage of students' ability in using prefix was 47.50% and suffix was 46.79%. The percentage of excellent level was 8 students or 3.90%, good level was 36 students or 17.56%, fair level was 27 students or 13.17%, low level was 23 students or 11.22%, and failed level was 111 students or 54.15%.

From the result, it can be known that the most correct prefix was *inter-* by 172 items, and the most correct suffixes were *-ment* and *-ion* by 139 items. Meanwhile, 5 most incorrect affixes were *re-*, *-ness*, *-ed*, *-ism*, and *post-*. Moreover, *re-*, *-ed*, and *post-* were affixes of *verb* in test, but *-ness*, and *-ism* were affixes of *noun* in test. In addition, the most correct part of speech was

verb in test (see appendix 16). The item test was number 11 with affix *inter-* to word “connect”. The meaning is a transitive verb that connects to each other.

The researcher also got the class that had the highest score in using prefix and suffix was XII TKJ 2 by score 2360. Meanwhile, the class that had the lowest score was XII TSM 2 by score 610 (see table 4.10). Moreover, the largest average score class was XII TKJ 2 by 67.43 (see table 4.11). Then, the average score at the first semester of the twelfth grade of SMK BLK Bandar Lampung in the academic year 2018/2019 in using prefix and suffix was 46.67. It meant that the students’ ability in using prefix and suffix belongs to low level.

After analyzing the data, the researcher hoped that the students should learn English enthusiastically, so they can have better students’ ability in vocabulary especially prefix and suffix system. They can identify all of parts of speech and many affixes in English also. By this research, the teacher can know how the students’ ability in using prefix and suffix was. After knowing the result of the research, the teacher can teach the students about affix and parts of speech deeper, so that the students will understand well about vocabulary more.

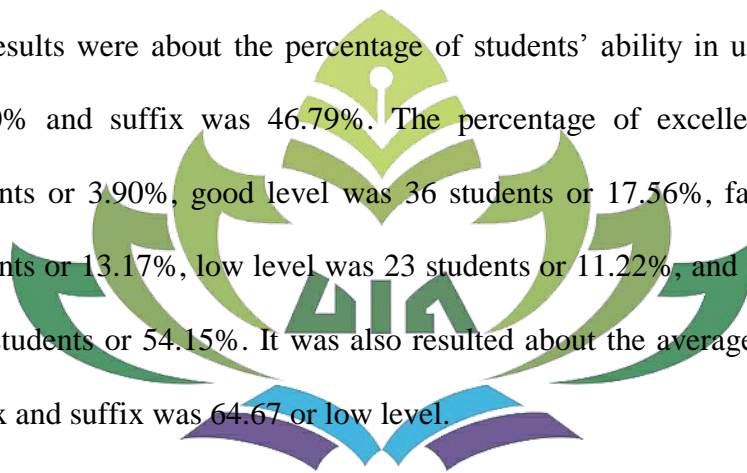
Besides, the teacher can use more interesting technique or media in teaching learning English, so the students can increase their motivation. The teacher should be patient and do not be quickly to teach the students whose a low motivation. They must be curious to the topic of material first, so that they want to pay attention to the teacher. The review of prefix and suffix by the

researcher may give positive understanding for the students before they do the test of using prefix and suffix. After doing the test, the students will understand more about prefix and suffix. They have to practice to do the exercises about adding affix, so they can master many more vocabularies than before.

The differences among this research and the first previous research were the sampling technique, the instrument form, and the result. In the first previous research, it was used purposive sampling technique and gap fill test, while in this research it was used probability sampling technique and multiple choices test. The affixes used in the first previous research were *dis-*, *mis-*, *im-*, *in-*, *un-*, *-ous*, *-ity*, *-ation*, *-ness*, *-ive*, *-al*, *-ment*, *-ful*, and *-ly*. Then, in this research it was used *dis-*, *mis-*, *inter-*, *out-*, *fore-*, *re-*, *pre-*, *post-*, *-er*, *-or*, *-ism*, *-ion*, *-ment*, *-ness*, *-ed*, *-s*, *-ing*, *-al*, *-ful*, and *-ly*. The result of the first previous research was only about the frequency of the students' vocabulary mastery based on derivational prefix with 52.07% and derivational suffix is 47.93%. Whereas, in this research the results were about the percentage of students' ability in using prefix was 47.50% and suffix was 46.79%. The percentage of excellent level was 8 students or 3.90%, good level was 36 students or 17.56%, fair level was 27 students or 13.17%, low level was 23 students or 11.22%, and failed level was 111 students or 54.15%. It was also resulted about the average score in using prefix and suffix was 64.67 or low level.

The differences among this research and the second previous research were the sampling technique, the research object and the result. In the first previous research, it was used random sampling technique and 12 items for derivational

prefix, 17 items for derivational suffix, 16 items for inflectional suffix, and 5 items for infix. While in this research it was used probability sampling technique and 8 items for derivational prefix, and 12 items for derivational suffix. The results of the second previous research were about percentages students' score ability were 37.5% for good classification, 55% for fair classification and 7.5% for poor classification. The percentages of students' ability in using were 41.7% for derivational prefix, 23.5% for derivational suffix, 81.5% for inflectional suffix and 0% for infix. Whereas, in this research the results were about the percentage of students' ability in using prefix was 47.50% and suffix was 46.79%. The percentage of excellent level was 8 students or 3.90%, good level was 36 students or 17.56%, fair level was 27 students or 13.17%, low level was 23 students or 11.22%, and failed level was 111 students or 54.15%. It was also resulted about the average score in using prefix and suffix was 64.67 or low level.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the research “analysis of students’ ability in using prefix and suffix at the first semester of the twelfth grade students of SMK BLK Bandar Lampung in 2018/2019 academic year”, were:

1. The percentage of students’ ability in using prefix was 47.50% and suffix was 46.79%. The percentage of excellent level was 8 students or 3.90%, good level was 36 students or 17.56%, fair level was 27 students or 13.17%, low level was 23 students or 11.22%, and failed level was 111 students or 54.15%. It was also resulted about the average score in using prefix and suffix was 64.67 or low level.
2. The majority of correct prefix was *inter-* by 172 items.
3. The majority of correct suffixes were *-ment* and *-ion* by 139 items.
4. The majority of correct part of speech was *verb* in test.

A. Suggestion

According to the result of the research, the researcher would like to give some suggestions as follows:

1. For the Next Researcher

This research was about an analysis of students’ ability in using prefix and suffix at the first semester of the twelfth grade students of SMK BLK

Bandar Lampung in 2018/2019 academic year. The researcher hoped this research can be used as new literature for another research about affixes with different research type, sampling technique, or instrument.

2. For the English Teachers

- a. The English teacher should be creative in teaching prefix and suffix.

For example, the teacher can apply a fun game, so that all students can involve themselves in classroom activities.

- b. The English teacher may explain the affix system and parts of speech step by step clearly.

- c. The English teacher should give interesting motivations and stimulates the students how important the use of prefix and suffix to increase the students' ability.

3. For the Students

- a. The students should have a big motivation, spirit, and interest to learn English, especially about prefix and suffix.

- b. The students should participate actively in classroom, such as asking and answering, discussing, and so on, especially about prefix and suffix material.

- c. The students should understand the material about prefix and suffix.

- d. The students have to keep practicing of the use prefix and suffix well.

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